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STATE OF MICHIGAN.
DEPARTMENT OF PUBLIC INSTRUCTION.
Lansing, December 31, 1902.

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of Michigan:

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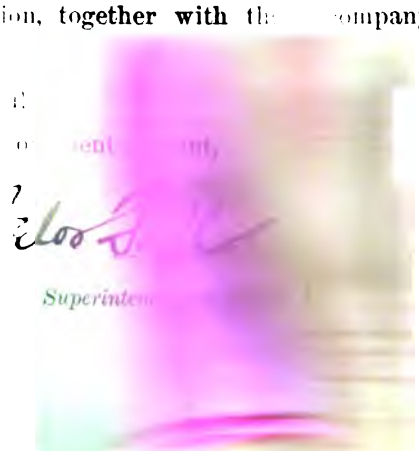

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LETTER OF TRANSMITTAL.

STATE OF MICHIGAN.
DEPARTMENT OF PUBLIC INSTRUCTION.
Lansing, December 31, 1902.

To His Excellency, AARON T. BLISS,
Governor of the State of Michigan:

SIR—In compliance with the provisions of law, I have the honor herewith to transmit through you to the Legislature, the annual report of the Superintendent of Public Instruction, together with the accompanying documents for the year 1902.

Very respectfully,

Your obedient servant,

Delos Fall

Superintendent of Public Instruction.

STATE OF MICHIGAN—DEPARTMENT OF PUBLIC INSTRUCTION.

DELOS FALL,	State Superintendent.
WALTER H. FRENCH,	Deputy Superintendent.
A. HAMLIN SMITH,	Chief Clerk.
NORA B. SHARPSTEEN,	Statistician.
MARY S. ANDREWS,	Assistant Statistician.
ZELLA M. HARVEY,	Editor.
A. PERCY FALL,	Librarian.
ETTA H. GARDINE,	Stenographer.
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J. FRANK LINN,	Shipping Clerk.
JOHN G. BOHNETT,	Janitor and Messenger.

STATE BOARD OF EDUCATION.

LUTHER L. WRIGHT,	President.
PATRICK H. KELLEY,	Vice President.
JAMES H. THOMPSON,	Treasurer.
DELOS FALL,	Secretary.

SUPERINTENDENTS OF PUBLIC INSTRUCTION.

APPOINTED.

JOHN D. PIERCE,	1836-1841
FRANKLIN SAWYER, JR.,	1841-1843
OLIVER C. COMSTOCK,	1843-1845
IRA MAYHEW,	1845-1849
FRANCIS W. SHEARMAN,	1849-1851

ELECTED.

FRANCIS W. SHEARMAN,	1851-1855
IRA MAYHEW,	1855-1859
JOHN M. GREGORY,	1859 1865
ORAMEL HOSFORD,	1865-1873
DANIEL B. BRIGGS,	1873-1877
HORACE S. TARBELL,	1877 1878
CORNELIUS A. GOWER,	1878-1881
VARNUM B. COCHRAN,	1881-1883
HERSCHEL R. GASS,	1883-1885
THEODORE NELSON,	1885-1887
JOSEPH ESTABROOK,	1887 1891
FERRIS S. FITCH,	1891-1893
HENRY R. PATTENGILL,	1893-1897
JASON E. HAMMOND,	1897-1901
DELOS FALL,	1901-

DEPUTY SUPERINTENDENTS OF PUBLIC INSTRUCTION.

CORTLAND B. STEBBINS,	1859 1878
WILLIAM L. SMITH,	1878-1883
DAVID PARSONS,	1883-1885
WILLIAM L. SMITH,	1885——
W. F. CLARKE,*	1885-1891
HUGH BROWN,	1891-1893
JASON E. HAMMOND,	1893-1897
DANIEL E. McCLURE,	1897-1901
WALTER H. FRENCH,	1901-

* In place of W. L. Smith, resigned.

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SIXTY-SIXTH ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

OF THE

STATE OF MICHIGAN

WITH

ACCOMPANYING DOCUMENTS

FOR

THE YEAR 1902

BY AUTHORITY

LANSING, MICHIGAN
ROBERT SMITH PRINTING CO., STATE PRINTERS AND BINDERS
1903

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SUPERINTENDENT'S REPORT.

This is the sixty-sixth report of the State Superintendent of Public Instruction of Michigan and the second of the present administration.

To those who look upon governmental publications as the fulfilling of a mere perfunctory duty required by law to be performed by the various heads of departments this volume will have little value. To the student of current educational history it is hoped that the present report will be worthy of a place alongside of those which have preceded it. When the history of education in Michigan is written the valuable reports of Superintendents Pierce, Sawyer, Comstock, Mayhew, Shearman, Gregory, Hosford, Briggs, and the long line of worthy successors to those early pioneers in education will be consulted, and that examination will reveal the gradual evolution of our school system as nothing else will.

Fifty years ago, Hon. Francis W. Shearman, Superintendent of Public Instruction, in his annual report to the Legislature, conceived the idea that the document which he was then preparing should be intended as a permanent one for future reference by school officers, and that therefore, it was deemed essential and of vital importance to the successful development of our educational system to embrace in it not only the school laws but all such information connected with the system relating to the University and all of our institutions of learning, and the progress of education in the State as would afford a full knowledge of the subject to our people and to the citizens of other states, whose interest in the subject is identical with ours in all that relates to educational achievement. That volume is a notable one in that Superintendent Shearman fully carried out the object he had in view, which was to "put together in permanent form such experience and facts as would lead to a knowledge of what has been attained in the past and from this to be better enabled to make progress in the future." That volume must be the place of reference for the history of education in this State up to that time and it is a question worthy of study whether such a work ought not to be repeated during the present administration.

The present report will not attempt such a compilation, but some interesting contrasts can be brought out by comparing some of the figures taken from the statistical tables of Superintendent Shearman's report with figures taken from last year's report. For example, the report of the Board of Regents of the University states that the estimated expenses for the year 1849 were $11,289.41; the estimated receipts for the ensuing year, $12,000; the number of professors is reported as seven, with the additional statement that "there is no tutor employed." The

salary of the professors is to each $333.33 per term, there being three collegiate terms in the year. Eighty-four students are reported in attendance.

In sharp contrast with this is the report of the treasurer of the Board of Regents for the fiscal year ending June 30, 1901, which shows that the receipts amounted to $588,423.15, and the disbursements $565,953.54. The latest calendar of the University gives the names of 262 members of the faculty and officers and the aggregate attendance 3,712.

On the side of the rural schools the contrast is equally interesting. The whole number of pupils of school age in the State in 1853 was reported to be 118,272; in 1902 the number was 738,184. The amount of primary school interest fund distributed during the year 1853 was $39,013.59, or a per capita distribution of thirty-three cents; in 1902 the amount distributed was $1,909,495.44, or a per capita distribution of $2.62.

It must be remembered, also, that in 1853 there were no high schools in the State; that is, high schools recognized by law. The only institutions for education beyond the common schools were a few academies, the Normal School, and the University. The law giving the people the opportunity to establish high schools was passed in 1859, and at the present time there are in the State 552 graded districts having high schools. In addition to these we must consider the denominational colleges, normal schools, and business colleges in the increased educational facilities given to the young people of the State at the present time. These figures show but poorly the great advance that has been made in educational matters during the past fifty years. In order to fully comprehend this it will be necessary to take into account the conditions existing at that early period and compare them with the conditions existing now, because present conditions are largely made possible through the growth of educational sentiment and educational opportunities.

Reference to the statistical tables accompanying this report will show that for the year 1902, Michigan has a school population of 738,182, with an enrollment in all public schools of 513,668, being an increase over the previous year of 3,637. Only about seventy per cent of the children included in the school census are in actual attendance in the public schools; but we must remember that the difference between the total school population and the enrollment is quite largely made up of young children between the ages of five and eight, and those between seventeen and twenty. In the first case, many parents consider children of that age too young to attend school, and in the latter case the great majority of young people graduate from the high school about the age of seventeen and of course do not attend the public schools thereafter.

There are in the State 7,204 districts containing 8,104 schoolhouses. The total number of teachers employed was 16,252, and the total wages paid them was $4,997,758.69. The average monthly wages for male teachers in ungraded schools was $29.45; in graded schools, $84.76; for female teachers in ungraded schools, $26.99; in graded schools, $45.94; being an increase for male teachers in graded schools of $10.82; and a decrease in ungraded schools of $1.67; and for female teachers in ungraded schools, $1.03; and in graded schools of $0.95. This report also shows that the money for the support of the public school system of the State was derived from the following sources:

Balance carried over from the preceding year, $1,844,362.34; primary school interest fund distributed, $1,792,243.92; one mill tax, $928,541.43; from district tax, $5,060,058.18; non-resident tuition, $92,792.11; library moneys, $135,992.22; loans, $1,061,316.61; all other sources, $456,946.15; total receipts, $11,372,252.96. Of this amount $2,165,146.60 remained unexpended at the close of the year, making the actual expenses for rural and graded schools for the year $9,207,106.36. This sum of money represents an expenditure of $11.11 per capita for the total school population of the State, or $17.92 per pupil enrolled. To this should be added the money expended by the State for the support of higher educational institutions and for special education, which for the fiscal year ending June 30, 1902, is as follows:

University of Michigan	$450,006 32
State Normal College	102,129 54
Central Normal School	80,000 00
Northern Normal School	62,630 00
Michigan Agricultural College	129,000 00
College of Mines	91,300 03
Total	$915,065 89
School for the Blind	$42,070 17
Industrial School for Boys	103,450 00
Industrial School for Girls	85,925 00
School for the Deaf	115,428 80
State Public School	61,591 63
Total	$408,465 60

The sums expended for these educational institutions added to the sum expended for the public schools gives a grand total of $10,266,827.76 spent for educational purposes in Michigan during the year 1902. Of course in this vast sum is included the amount expended for the erection of buildings and the care of the same. To show that the people intend to continue this line of work the reports from the school districts state that 133 new schoolhouses are to be erected during the year 1903, at an estimated cost of $544,063.76.

We do not measure the value of our educational institutions by the sum of money expended for their support. Education is not measured in dollars and cents. No tax is paid more cheerfully by the people of this State than the tax for school purposes. Michigan has for years stood in the front rank of educational matters and the outlook for the future is exceedingly bright. We shall take no step backwards. As if to emphasize this fact, in recent years, the State has made liberal appropriation for the education of deaf and dumb persons in special schools in connection with the public schools, and the Legislature of 1903 has provided for special training for teachers by adding a department for that purpose to some graded school in a county. The record, therefore, that has been made in the past will be more than duplicated in the years that are to come.

THE UNIVERSITY.

To the liberal provision which the State has made for the support of our State University we owe, more than to any other cause, the commanding influence which Michigan is now able to exert in the sisterhood

of states. The graduates of our University are scattered over every portion of our own and of other lands. Everywhere they are men and women of influence and reflect honor and credit upon the institution which sent them forth. Of special moment is the fact that so large attention is being given to historical, economic, and political courses. These provide valuable training in that they produce men capable of discharging those duties of statesmanship which more and more must devolve upon the college bred men. The administration of the affairs of our large municipalities, our states, and the nation, requires not alone men of general culture but, more than that, those who have taken advantage of the graduate and post graduate courses in political and constitutional science and history. The supreme necessity for such studies, if we are to perpetuate ourselves as a nation and take our place as a world power, is too obvious to need argument. Democracy becomes more difficult and requires more sagacity and statesmanship as we enlarge our territory and come into active competition with the nations of the earth.

It is also a matter of congratulation that the University is taking the lead in the practical development of science by which the world of business is enabled to carry on the vast enterprises so characteristic of the present age. Therefore the successive state legislatures should deal liberally with every proposed advance along all the lines of work which the University is so thoroughly working out.

The report of the President of the University will be found in another part of this report.

THE NORMAL SCHOOLS.

A considerable portion of the time of the Superintendent has been expended in discharging his duties as a member and secretary of the State Board of Education. At the time of the adoption of the constitution there was comparatively little for this board to do and the provision that the Superintendent of Public Instruction should act as a member and secretary of that board did not materially add to his cares. From that time to this, however, the burden has been constantly growing larger until now the responsibility is very great. By formal action the present Board has made the Superintendent the chairman of a special emergency committee for each of the three normal schools, and with three new buildings in process of erection during the year, with legislative appropriations of nearly half a million dollars, with extensive improvements in buildings and equipments, the extra work he has had to do will be appreciated. What that work has been in detail will be shown in the special report which the State Board is required to make to the Legislature.

DENOMINATIONAL COLLEGES.

One of the important questions which had to be met and answered in the earlier days of Michigan's statehood was whether or not it was advisable to grant charters to denominational colleges. While many, including Superintendent Pierce, did not favor the plan because "the establishment of other institutions of the kind would distract public attention and divert patronage from the University," yet the Legislature decided otherwise. Perhaps it is wise that there is not a large number of these colleges, but such schools of learning scattered over the State

developing at the same time as our great State University, have proved that both can exist without antagonism, and furthermore, that each is doing work that could not otherwise be done by the other.

By their connection with the churches they may awaken there a desire for better things and give stimulus to vigorous work among the church members in commending higher education and culture, and besides, use for educational purposes a large fund that under other conditions would not have been used in this way.

The effectiveness of a college must be judged, not by its size, its equipment, or by the number of its students, and graduates, although these are factors that effectively aid in securing institutional success; but rather by the quality of its instruction, its educational standards, the strenuousness of its spirit, and the services which its graduates are capable of rendering to the State. The denominational college may awaken in the community in which it is established an interest in higher education that might perhaps otherwise have remained dormant for years and perhaps might never been aroused.

The small colleges of our State have graduated a long and honorable list of men who are in all walks of life, men who are successful in their efforts to perform their duties and to make much of their opportunities. None of these institutions are noted for large endowment, the number of the faculty, or the completeness of equipment of their libraries and laboratories; but the graduates have received that which is better still, the close contact with strong personalities, the personal influence of teachers; they have received such inspiration to a well-rounded growth as has developed the character and virtues which go to make virile manhood.

Large schools which have their thousands of students and count their professors by the hundreds have many advantages not to be found in the smaller ones, but they sometimes miss the greatest of all forces, the life-giving power which comes from the close personal contact of teacher and student. The ability, zeal, and self-sacrificing spirit of these teachers, supply in a large degree a forceful substitute for large resources, and these devoted men and women are doing the work of higher education with thoroughness and enthusiasm. Cultured men and women, men and women of large and liberal scholarship, are thus multiplied in the social and business world.

No form of philanthropy promises more lasting and continuous good than money given to the endowment fund of a school of learning; for the money itself is never spent, only that which it earns. As men of means are more and more coming to see this far reaching truth the future of the endowed college should be secure.

Much has been said during the past few years as to the future of the small college, but in view of the great work which the denominational colleges of Michigan have already accomplished I believe with William DeWitt Hyde that "The small college which is true to its traditions, which teaches truths through the continuous influence of a few men of powerful personality and pedagogical skill, which makes every student justify his mental, moral, and social conduct in a community in which everybody knows him thoroughly and judges him impartially, and sees through his motives and traits as clearly as if his body were transparent glass; the small college which is at once small, solid, genuine, and individual, is and always will be the best place for ninety-five out of every

hundred young men who leave home for the first time to gain that part of their education which falls between the ages of eighteen and twenty-one. The small college which is content to do the great work which a small college can do best by virtue of its inherent fitness to a permanent educational need, will deservedly survive."

OTHER EDUCATIONAL INSTITUTIONS.

Besides the University, Normal Schools, high schools and primary schools, and those recognized by everyone as purely and solely educational in their functions, there are also other institutions of the State where the educational idea and spirit should predominate above everything else. Notably this should be true of the Industrial School for Boys at Lansing, the Industrial School for Girls at Adrian, the State Public School at Coldwater, the School for the Deaf at Flint, and the School for the Blind at Lansing. If it is urged by the superintendents of these schools that their main effort must be to teach self-respect, self-control, and give them some training looking to self-support, it might be urged that this is also a large function of the public school and that in this respect, as in every other, the work of training boys and girls in these State schools should be identical in spirit and in method with the ordinary public school.

In the majority of cases, the boys and girls found in the State industrial schools have either failed, or refused, to take advantage of the public schools, and it becomes the duty of the State to exercise its police power to the end that these young people shall be compelled to receive, at the hands of the State, the education which will render them a help and not a hindrance to the public welfare. These institutions, then, are the means provided in cases of necessity for completely fulfilling the mission of the compulsory educational laws.

It is therefore needful that the State not only employ superintendents and teachers who are earnest, loyal, skillful workers and effective managers, but that, in addition, the most improved methods of education should be employed. That much attention should be paid in these different State institutions, not only to making the course of study the same as that of the public schools, but also that Manual Training and Domestic Science, under the best teachers, with good equipment and the most modern methods, should be given to every pupil in order that their future may be more successful and that they may develop into good and useful citizens.

INDIRECT EDUCATION.

There is no gainsaying the fact that a larger percentage of our people than ever before in our history are to-day actively engaged in pursuing special courses of instruction. Those who cannot actually attend institutions of learning find opportunity for study in connection with the courses offered by the numerous Chautauqua circles and other schools carried out at home, the teaching being done by correspondence. For an educator to have conceived and inspired a movement like that which is carried on under the name of Chautauqua is to have become a benefactor of his race to an extent scarcely equalled by the originator of any other movement of modern times. The same good results are being reached in many of the so-called correspondence schools, although it is

probably true that some of these are managed largely in the interests of those concerned in reaping the financial gains which accrue from them. Still, a school which did not give excellent service could not thrive or maintain itself in these days of sharp competition among educational institutions. It is true that if it were proposed to make correspondence school training a substitute for an education gained in actual residence and in the presence of a live and efficient teacher, great harm would result to many of our growing and developing youth. A careful examination, however, of the personnel of the students in these schools reveals the fact that they are almost without exception those who by force of circumstances could not and would not attend a regular school. A well known correspondence school in an eastern state claims to have an enrollment of more than half a million students, mainly young and middle aged people who are clerks in stores and offices, laborers in shops and mines, women of fashion with leisure hours and a desire to perfect themselves in some particular line of study. This would seem to be proper justification for the establishment of such schools.

THE RURAL SCHOOLS.

The most important part of the work of this Department is that by which rural schools may be made more efficient and by which better educational advantages may be placed within the reach of all the young people of the rural districts. In this work the Superintendent and the entire Department are constantly engaged, and to the successful accomplishment of such an end their best energies are devoted.

In the Report for the year 1901 the subject of rural high schools and the consolidation of school districts was quite thoroughly discussed and the results of our investigation of the Ohio system were given complete. Bulletins containing the results of the investigation by Senator Palmer and the Superintendent were printed and have been distributed quite generally over the State. The matter of the rural schools has been carefully discussed by the people in all parts of the State, and it is safe to say that at no time in recent years has there been such an interest taken in rural schools as during the past year.

The Farmers' Institutes and Farmers' Clubs held during the past winter have given prominent place in their programs to the discussion of school questions. Among those who have taken part in these programs are Hon. A. E. Palmer, Dr. James B. Angell, Mr. George Rowe, Hon. Henry R. Pattengill, Principal C. T. Grawn, the Superintendent, and others, and the various phases of the rural school question have been presented in the above named meetings. One of the important topics of the last meeting of the State Grange was the rural school question, and that body declared that "We hereby heartily indorse the action of the National Grange upon this subject. We further recommend that in all legislative action made necessary to carry out the practical working of the centralized school system and adapt it to our present school laws, particular care should be taken that such changes in the law should in

no manner seriously affect the continued use of the present rural district system where the people prefer to continue the same."

The general awakening on the subject of the schools has already produced valuable results in that more attention is given to the care of schoolhouses and grounds and the selection of teachers. Many new schoolhouses, constructed according to the most improved ideas of school architecture, have been erected, libraries have been provided, pictures hung, and trees planted; in short, soap, fresh water, paint, trees, and flowers have added materially to the value of existing school conditions. We are beginning to understand that the modern schoolroom should be lighted from the right direction, have ample air and floor space, cloak room, lavatories, proper heating plant in the basement, proper desks and recitation seats, and good ventilation. The schoolhouse will soon be the accepted measure of the community. A commercial traveler was recently heard to say when talking to prominent citizens of a certain city, "Show me your schoolhouse and I'll size up your city." While this may not be an absolute criterion, it will certainly show the public spirit and the interest in education on the part of the people in any given locality. It is true that these things do not necessarily make a good school, but they help, and other things being equal, a body of children in a proper school home will do vastly superior work to an equally good body of children in an unkempt, ill ventilated, poorly lighted and heated building.

I believe that the efficiency of the teaching force of the State was never greater than at the present time, and I am also of the opinion that the bill which recently became a law providing for the establishment of training classes for the rural school teachers in the several counties of the State will prove to be one of the greatest means for the improvement and advancement of the rural schools. In these training classes instruction can be given in the fundamentals of an education, the best methods of presenting objects of knowledge, and careful instruction in what we may term elementary agriculture. Our young people who receive this training in addition to the academic work of the high school will certainly be better fitted to take charge of rural schools and instruct our children in those subjects which are essential to their welfare in after life, whether they remain on the farm or are employed in any other occupation.

In this connection I desire to express my appreciation of the work which has been done by the several County Commissioners of Schools for the betterment of school conditions. The County Commissioners are laboring energetically to produce better teaching and improved schools in their respective counties, and while in many instances their work has not been appreciated still they are pressing the battle at every point, and it must be conceded that the County Commissioners of Schools who are alive to the opportunities of their positions are the most important officers elected by the people in this State.

The teachers' institutes which have been held during the past year have been most helpful. In addition to the regular academic institute and the inspiration institute a new movement has been started which we may call "the traveling institute." In this institute a worker is selected who is thoroughly conversant with the conditions and the needs of the schools and he accompanies the County Commissioner, visiting the schools during the daytime and speaking to the people in the evening.

This continues during the week and thus brings help and inspiration to almost every community in the county. These meetings have been productive of great good.

MANUAL TRAINING IN THE RURAL SCHOOLS.

During the past year a bulletin on the subject of Manual Training in the Rural Schools was sent to every district in the State. This bulletin was intended to follow those that have been issued from this Department in previous years on this subject and also to simplify the work and adapt it to the needs of the rural schools. Simple apparatus was suggested which could be purchased at small expense and the various methods of using the same were explained. Replies were requested from the several school boards as to the attitude they would take on the matter and it is gratifying to note that a very large number reported that the apparatus had been or would be soon installed in their school. Our schools have been charged with being impractical, and the purpose of the work suggested in this bulletin was to simplify the teaching of numbers and language in such a way as to give the child the ability to apply his knowledge to actual and every day affairs.

CONSOLIDATION OF SCHOOLS.

I desire again to call the attention of the people to the advantages to be secured by consolidating small districts and small schools into larger districts and schools. Already the movement has begun in Michigan. In Isabella county several districts have been combined and a new two-room schoolhouse erected and a ten-grade school established. Thus far the people are well pleased with the results. In Clare county, Kent county, Berrien county, Genesee county, and Mecosta county the people have already taken steps towards uniting several districts, with the end in view of establishing a better and higher grade school than they now have. The plan of transporting pupils has been in operation in Menominee county for several years to the entire satisfaction of the patrons and taxpayers.

The Legislature of 1903 amended the school laws so that districts may now levy taxes for the transportation of pupils to and from school and also pay the tuition in other schools of pupils who have completed the eighth grade in the home school.

The legal machinery is now complete for carrying out the plan which has been suggested to the people and the entire matter is in the hands of the people themselves. It is unnecessary to repeat the arguments that have been given in favor of this movement but the following, copied from a bulletin recently issued, will give the necessary steps.

PROCEDURE IN CONSOLIDATING SCHOOL DISTRICTS.

Our School Laws now provide the means and make it possible to rearrange or consolidate school districts. Recent amendments to the laws which have been made in response to a general interest shown by the people of the State in better school facilities, complete the plan, so that the Department is able to submit a plan of procedure which may be followed by the people in any community. We do this in response to a large number of inquiries in regard to what can be done. The following is a brief statement of the successive steps to be taken and is based upon

the law governing the formation of school districts. This law is found in paragraphs 4646 to 4665 inclusive of Miller's Compiled Laws, or School Laws, and is in part as follows:

4646. Section 1. The township board of school inspectors shall divide the township into such number of school districts as may from time to time be necessary, which districts they shall number, and they may regulate and alter the boundaries of the same as circumstances shall render proper; and each district shall be composed of contiguous territory, and be in as compact a form as may be.

4654. Section 9. The inspectors may, in their discretion, detach the property of any person or persons from one district and attach it to another; except that no land which has been taxed for building a schoolhouse shall be set off into another school district for the period of three years thereafter, except by the consent of the owner thereof; and no district shall be divided into two or more districts without the consent of a majority of the resident taxpayers of said district, and no two or more districts be consolidated without the consent of a majority of the resident taxpayers of each district.

4665 as amended by Act 104 of 1903—Section 20—

Clause 6. To vote such tax as the meeting shall deem sufficient, to purchase or lease a site or sites, or to build, hire or purchase a schoolhouse or houses; but the amount of taxes to be raised in any district for the purpose of purchasing or building a schoolhouse or houses in the same year that any bonded indebtedness is incurred, shall not exceed in districts containing less than ten children between the ages of five and twenty years, two hundred and fifty dollars; in districts having between ten and thirty children of like age, shall not exceed five hundred dollars; and in districts having between thirty and fifty children of like age, it shall not exceed one thousand dollars.

Clause 7. To vote such tax as shall be necessary for the following purposes: To keep their schoolhouse or houses in repair, to provide the necessary appendages and school apparatus, to establish and support a district library, to pay and discharge any debt or liabilities of the district lawfully incurred, to pay for the service of any district officers and to pay for the transportation of pupils to and from school. The tax herein authorized to be voted shall not exceed one-half of the amount which the district is authorized to raise for building schoolhouses;

Clause 12. To appropriate the funds derived or to be derived from the one mill tax, or such part thereof as is deemed necessary, for the purpose of transporting pupils to and from school: Provided, That any district may appropriate any surplus moneys arising from the one mill tax after having maintained a school in the district at least eight months in the school year for the following purposes: purchasing or enlarging school sites, building or repairing schoolhouses, purchasing any school apparatus, purchasing books for library, or for any incidental expenses of the school.

The matter of consolidating school districts is entirely in the hands of the people of the districts interested and it can only be done, as the foregoing sections show, by distinct action taken by the voters of the district. The procedure is as follows:

1. Whenever five or more taxpayers wish to submit the question to the voters, they may petition the school board to call a special meeting for that purpose, or the board on its own motion may call a special meet-

ing. The matter may also be considered at the annual school meeting. See sections 4660 and 4661, School Laws.

2. The question should be submitted as follows: "Shall school district No. .... abandon its present organization and consolidate with districts No. .... to form a new school district?" This question should be included in the "call." The ballot should read as follows: "For consolidation, YES." "For consolidation, NO." Only resident taxpayers can vote on the question, and a majority vote will decide the matter. See section 4654, School Laws.

3. In case two or more districts vote to consolidate, the directors of those districts should serve a written notice on the township board of school inspectors, through the township clerk, notifying said board of the vote of the district, and requesting the board of inspectors to form the new district. In case of fractional districts, notice should be served on all the boards of school inspectors of the townships affected. See sections 4646 and 4649.

NOTE—Petitions signed by a majority of the taxpayers in each of the districts, may be used instead of calling school meetings. These petitions should be filed with the inspectors as notice from the districts.

4. The board of school inspectors should proceed at once to give notice of the meeting of the board to form the new district from the territory described. See section 4653.

5. The board of inspectors having formed the district, the township clerk will serve a written notice on a taxable inhabitant of the new district, describing the district boundaries and specifying time and place of the first meeting of the district voters. This notice shall also direct such inhabitant to notify every qualified voter of the new district, either personally or by written notice of the time and place of the meeting, at least five days preceding the meeting, and when he has so notified the voters, he shall make a return of such notice to the chairman of the meeting, to be by said chairman delivered to the director chosen at the meeting. At said meeting the qualified voters of the district will proceed to elect a chairman and to elect officers of the district. This proceeding applies whether the district is formed wholly in a township, or if it is to be a fractional district. See sections 4647 and 4648, School Laws.

6. The officers elected at said meeting should immediately file their acceptances with the director, who shall previously have filed an acceptance with himself, and then the district will be deemed duly organized and should proceed to the business of the district as in any school district. In case the territory of any district is divided in making the consolidation, the school inspectors shall determine the division of the property belonging to the original district and make division accordingly, having authority to dispose of any and all property belonging to the original district. See sections 4650, 4657 and 4658, School Laws.

7. After the new district has been organized, a school meeting may be called to take proper steps for the disposition of the property belonging to such new district, make arrangements for erecting or moving buildings when necessary, organize a graded school district, if desired, in fact, to do all things necessary for the management and conduct of the affairs of the district. The relation of the people to the board of education, and of the board to the people and the school will be the same as exists in all primary or graded school districts at present.

8. Act number 104 of the Public Acts of 1903 amends section 4665 of the Compiled Laws in regard to the authority of the district to levy taxes for the purpose of transporting pupils to and from school, also to use the funds arising from the one mill tax for the same purpose.

The law is permissive and the people are now enabled to enlarge the area of school districts by consolidating two or more districts into one, and in so doing if any pupils are at too great distance to walk to school, the district may carry them in public conveyances, or pay their parents for carrying them.

These matters should receive the careful consideration of all school officers and school patrons, for the improvement of our schools is a question of vital importance to the taxpayer and especially to the children of today who are to be the men and women of tomorrow.

9. I deem it advisable in this connection to call the attention of our people to Act 144 of 1901 which provides for the organization and support of Rural High Schools. In visiting rural schools in different parts of our State. I find that in some localities centralization of schools is not necessary or feasible, but in all these places, no opportunity is given for pupils to receive advanced instruction. I would urge upon the people in such localities the necessity of higher training for their children, and I believe the Rural High School is the proper means of meeting the requirements.

RESULTS OF CONSOLIDATION.

The following results of consolidating small districts are collected from the reports of the various states where the plan has been in operation for some years:

1. The health of the children is better, the children being less exposed to stormy weather and avoiding sitting in damp clothing.
2. Attendance is from 50 to 150 per cent greater, more regular, and of longer continuance, and there is neither tardiness nor truancy.
3. Fewer teachers are required; so better teachers may be secured and better wages paid.
4. The schools are better classified and both teachers and pupils are under systematic and closer supervision.
5. Pupils are in better schoolhouses, where there is better heating, lighting and ventilation, and more appliances of all kinds.
6. Better opportunity is afforded for special work in music, drawing, etc.
7. Cost in nearly all cases is reduced. Under this is included cost and maintenance of school buildings, apparatus, furniture, and tuition.
8. School year is often much longer.
9. Pupils are benefited by widened circle of acquaintance and the culture resulting therefrom.
10. The whole community is drawn together.
11. Public wagons used for conveying children in the daytime may be used to transport their parents to public gatherings in the evening; to lecture courses, etc.
12. Finally, by transportation the farm again, as of old, becomes the ideal place in which to bring up children, enabling them to secure the advantages of centers of population and spend their evenings and holiday time in the country in contact with nature and plenty of work, instead of idly loafing about town.

COUNTY COMMISSIONERS OF SCHOOLS.

The law which changes the term of the County Commissioner of Schools from two to four years goes into effect on the first of July, 1903. This extension of the Commissioner's term will give him time to work out whatever policy he may see fit to formulate and to justify the changes which he may deem necessary in the management of the schools under his control. Notwithstanding the fact that his powers are very limited, the County Commissioner ought to be respected as an authority on educational matters in his own county and when this degree of confidence has been established his influence can be greater than as if his duties were defined by law. The office of County Commissioner of Schools has become one of the educational factors in the State.

It is not the policy of the Department to dictate to Commissioners what they should do, but in view of the fact that on the first day of July twenty-six Commissioners will begin their labors for the first time in this important office it may not be out of place to make a few suggestions as to what may be done.

First. The Commissioner should have an office day each week, and in my judgment it is best to have this on Monday because this will leave his Saturdays open so that he can arrange for teachers' meetings on Saturday and not neglect the work of the office. The Commissioner should be accessible to his people at least one day in the week. There should be one day when school officers may know where to find him. One of the first duties of the Commissioner is to become acquainted with his school officers and to enlist their sympathies in his work.

Second. The records of teachers' examinations and of eighth grade examinations, the records of certificates, the filing of examination papers, term reports of the teacher to the Commissioner, the classification of the schools, the issuing of promotion certificates and eighth grade diplomas, form a part of the office work, and each of these items should receive careful attention. The correspondence with teachers, school officers, and the Department, ought to receive immediate attention. In these matters the Commissioner can set before his teachers a good example of accuracy and promptness. It is my opinion that the Commissioner should see that proper registers for the record of the grading of the schools are furnished to each school in the county. He should also furnish teachers each term with blank form for reports to him, for in this way alone can he have constantly before him a knowledge of the work being done in the county.

Third. It is his duty by law to examine the reports of school directors and inspectors which are sent to him about the first of October. The Commissioner should examine all these reports very minutely, noting carefully the correctness of the census, the accuracy of the financial statement, and the teachers who are employed during the year. After examining into the correctness of these reports he should file one of the inspectors' reports from each township with the county clerk, and forward to the Department the other inspectors' report and all the reports

from directors. He should see to it that these are filed with the Department on or before the first day of November. This work is *important* and nothing should prevent the prompt filing of these reports with the proper officers.

Fourth. He is to keep a careful record of the teachers, because the law requires him to furnish each township board of school inspectors, before the third Monday in September, with a complete list of the legally qualified teachers employed in the county during the preceding year. It is a good plan to keep this record classified so that the several divisions of third grade certificates and second grade certificates may be kept separate.

Fifth. The Commissioner is the leader in the Teachers' Reading Circle work of his county. The success of this work will depend very largely upon the thoroughness with which he arranges and executes his plan. The same plan cannot be followed in all counties on account of varying conditions, but some systematic scheme should be devised in connection with this work. By arranging for teachers' meetings in different parts of the county, and meetings with patrons, the Commissioner can bring his personality to bear directly on the school work. The organization of Patrons' and Teachers' Meetings, or meetings in connection with the Grange or with Farmers' Clubs, has been productive of excellent results in many counties in the State. Through this line of procedure the teachers and schools will receive more benefit than they possibly can from the personal visits of the Commissioner. Such visits are necessarily hurried, and while the Commissioner can judge very closely of the ability of the teacher and the work that is being done, he does not have an opportunity to make all the suggestions he would like to, or inspire the teacher with greater love for the work and greater earnestness in producing good results.

Sixth. The Commissioner is by law local conductor of the Teachers' Institute. The problem of teachers' institutes has not yet been completely solved in Michigan. We have had various kinds of institutes, continuing through one day, three days, five days, and longer, and the variety has probably been productive of good, but in my judgment it is a mistake for the Commissioner to recommend a continuation of any one of these plans for any great length of time. The inspiration institute has its place but teachers can not improve the daily work of the schoolroom on inspiration alone. The one-day meeting is good for the purpose of inspiration and for getting acquainted, but it does not afford time for specific instruction. The real purpose of the institute is to assist teachers in presenting objects of knowledge in such a manner as to arouse and stimulate to activity the mental faculties of their pupils. In other words, the teachers' institute should be a short normal training school and an institute which does not measure up to this standard is practically valueless. Commissioners must bear in mind that the corps of teachers employed in rural schools will practically change completely every three or four years, and opportunity must be given for proper instruction of the young teachers who are constantly entering the ranks without any previous special preparation for teaching. I would therefore recommend that the long and short institute be alternated, for in this way I believe we shall get the best results from the expenditure of our institute funds and the expenditure of time and energy on the part of the teacher. While the institute workers to a large degree determine

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Second. The records of teachers' examinations and of eighth grade examinations, the records of certificates, the filing of examination papers, term reports of the teacher to the Commissioner, the classification of the schools, the issuing of promotion certificates and eighth grade diplomas, form a part of the office work, and each of these items should receive careful attention. The correspondence with teachers, school officers, and the Department, ought to receive immediate attention. In these matters the Commissioner can set before his teachers a good example of accuracy and promptness. It is my opinion that the Commissioner should see that proper registers for the record of the grading of the schools are furnished to each school in the county. He should also furnish teachers each term with blank form for reports to him, for in this way alone can he have constantly before him a knowledge of the work being done in the county.

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he could render a most valuable service to the school districts in his county should he annually inspect the books of the director and treasurer. In many school districts the accounts of the district are kept in such a loose manner that at the end of the year, when this report must be made to the Department, it is almost impossible to render a correct account. All of this labor will be purely suggestive and without the authority of law, but if the Commissioner is the right man in the right place he will be able to exert a good influence in directing the financial matters of school districts and thus save thousands of dollars annually to the taxpayers of the State.

Tenth. The Commissioner can render efficient service to the several truant officers of the county in enforcing the compulsory law, by assisting the teachers and standing by them under the storm of criticism which sometimes assails them. The Commissioner ought never to forget that it is his duty to protect the interests of his teachers under all circumstances and on the other hand he should fearlessly annul the certificate of any teacher who fails to perform his duty to the people or to the children.

What I have said might be summed up in a few words by saying that the Commissioner stands at the head of the educational system of the county and is practically responsible for the results attained therein. He is a helpful and sympathetic adviser of his teachers, the confidential adviser of school officers, and the general guardian of the educational welfare of the children of his county.

EXAMINATIONS.

EIGHTH GRADE EXAMINATION.

Inasmuch as the examinations for eighth grade diplomas have now become firmly established, they should fall into line with the usual plans and practices of final examinations. The Department, therefore, submits the following suggestions:

1. The county board of school examiners shall look over and mark all papers written by applicants for diplomas. An average standing of 80 per cent and not less than 70 per cent in any branch should be required.

2. The successful applicant shall be granted a diploma signed by the county commissioner of schools and countersigned by the teacher of the district where such pupil completed the eighth grade.

3. Only pupils who have pursued the studies of the eighth grade at least six months shall be permitted to take the examination, and no pupil's manuscripts shall be forwarded to the County Commissioner of Schools unless such pupil shall present a certificate from his teacher, stating that such pupil has conformed to the above rule.

Note.—This is not to be construed as preventing other pupils from writing the examination.

4. But one examination will be held during the year, said examination to be continued during two days, on the second Thursday and Friday, or Friday and Saturday, of May.

5. For the purpose of the examination, the Commissioner should divide the county into convenient districts containing one or more townships, and should hold the examination at some centrally located place, a village preferred. When possible, the principals of the village or graded schools should conduct the examinations so located.

6. When the principals of such schools cannot be secured, each examination should be conducted by a person designated by the County Commissioner; but in no case should such person have his own pupils in the examination, nor should teachers be permitted to examine their own pupils or mark their papers.

7. It is not desirable that teachers attend the examinations with their pupils; but in case they do attend, they must not communicate with those who are writing nor sit with them during the examination. Conductors of the examination should enforce this rule.

8. *Immediately* at the close of the examination the papers, enrollment cards, and certificates of having completed the eighth grade should be sent. under seal, to the Commissioner.

9. This Department will prepare the questions, enrollment blanks, and recording registers, and will forward them to the Commissioners.

DIRECTIONS FOR THE CONDUCTOR.

1. Begin the work promptly at 9 o'clock, local time.
2. Observe the following order in giving out questions:

FIRST DAY.

a. m.—Orthography, Spelling, Arithmetic.
p. m.—Penmanship, Government, Reading.

SECOND DAY.

a. m.—Physiology, Geography.
p. m.—History, Grammar.

3. Pupils taking the examination must sit alone.

4. Pupils should use legal cap paper, unless some other kind is furnished.

5. Questions will be distributed to all candidates at the same time and no recess allowed till that set is finished.

6. Have the pupil fold the papers from the bottom upward one half, fold again in same manner, then write his name and topic across the end of the folded paper. This is important.

7. Send papers and enrollment cards to Commissioner by first express at his expense.

8. It is a good plan to write the schedule for each half day on the board.

9. I would suggest that the principals who conduct the examination talk with the pupils, become acquainted, and encourage them to attend high schools.

10. Examiners may carefully explain points not understood by the applicants in regard to form of work, general meaning of questions; but care should be taken not to answer too many questions or to give aid in any way.

Note.—The examiners should observe these suggestions carefully, and read to the pupils such as relate to their work and duties.

The following reasons may be given for these suggestions:

1. Thoroughness and *accuracy* are demanded in all school work. These stand first. The purpose of the eighth grade examination is *not* to see how many can be crowded and crammed through.

2. Each pupil should stand on his own ability and merit. He is not to be "coached."

3. Absolute honesty, fairness, and justice must be observed and followed in all cases.

4. The examination should be sufficiently difficult to really test the pupil's ability, and time enough should be given to write it carefully. The tendency to rush pupils through the grades and out of school is one of the evils that the eighth grade diploma has engendered. This should be checked. The number of graduates is not the best or highest test of the efficiency of our schools.

5. We must insist on a thorough knowledge of the "common branches." These are fundamental.

6. The eighth grade diploma should mean something. It should stand for ability to think. When a pupil has received one he should be perfectly able to enter any high school and do the work satisfactorily.

TEACHERS' EXAMINATIONS.

The Department has had a number of questions in regard to the proper interpretation of section 4812 of the School Laws, and as the same questions may have troubled other Commissioners, it may be proper for the Department to give in this general way the opinion which is held in regard to this section.

First. The board of examiners is required to meet on the Saturday of the week following the teachers' examination. This provision is directory, but at the same time, unless there is legal reason why the board cannot meet on that day they must meet and report upon the examination, granting certificates to such teachers as have satisfactorily passed the same.

Second. Whatever plan the examining board may adopt for inspecting the papers, the members of the board should understand that their relation one to the other is a confidential one and no teacher or other person should know what particular subjects are marked by any member of the board. Further, when the papers have been marked and the standings placed in the examination register, those standings become the markings of the board of examiners and not the markings of any individual. It sometimes happens that teachers are dissatisfied with the markings received and come to the office to inspect their papers. They are usually permitted to do this, but they cannot carry away the papers nor submit them to any other person for examination. The examining board is the final authority and from their decision there is no appeal, except in first grade papers. When any person does come to inspect his papers he should understand that the markings in the register are the markings of the examining board and if it is shown that a mistake has been made in the marking of the papers the Commissioner has no authority to change the marking, but must call a meeting

of the board of examiners to go over the case a second time and render a decision.

Third. Neither the examining board nor the Commissioner has authority to grant a certificate to any person who has not arrived at his eighteenth birthday. This applies to special certificates as well as regular certificates.

Fourth. When any holder of a second grade certificate desires to have his papers sent to another county he should notify each Commissioner of his desire and when the papers are sent by one Commissioner to any other county for inspection they must be inspected by the examining board of said second mentioned county. In such case the teacher should have sent the institute fees or institute receipt to the Commissioner upon whom the request is made. The second examining board is not required to grant certificates unless, in its judgment, the person deserves to receive one. In granting a certificate, when the papers have been transferred, the examining board must use the same dates as were placed on the original certificate; that is, they will issue a duplicate certificate on the blanks which are furnished by the Department.

Fifth. The law prescribes the conditions under which certificates may be renewed and we interpret this law to mean that when any person has held two certificates, no matter what grade the said certificates may have been, having the required average and the person has taught successfully during the period of those certificates, the examining board may renew. This applies to first grade certificates, but before the Superintendent of Public Instruction will indorse the renewal of a first grade, the candidate must have received two certificates, at least one of which has been an indorsed first grade.

Sixth. Primary certificates, that is Class A, third grade, can only be granted when the person has taught successfully and continuously for at least three years in primary departments; that is, in the first four grades. The number of these certificates is not limited.

Seventh. It is the duty of the County Commissioner of Schools to require the boards of education in his county to employ only legally qualified teachers, and in case a legally qualified teacher cannot be found and one who is not legally qualified is employed it is the duty of the Commissioner, as well as of the board of education in such district, to notify the Department of Public Instruction giving the facts in the case. In regard to special certificates, it is to be understood that but one such certificate can be granted to any person in the State of Michigan.

EXAMINATION AND CERTIFICATION OF TEACHERS IN CITY SCHOOLS.

The law governing city examinations is as follows:

Act 147 of 1891, "Sec. 13. The officers of every school district, except as hereinafter provided, which is, or shall hereafter be, organized in whole or in part in any city or village in this State, which is incorporated under the general laws or by special enactment, in which enactment special provisions exist in regard to licensing teachers, shall employ only such teachers as are legally qualified under the preceding sections of this act: Provided, That in incorporated cities employing a principal of the high school and also a superintendent of schools, who gives not less than one-half his time to school supervision, the superintendent of schools and the board of education, or a committee thereof,

shall be empowered to examine their teachers and grant certificates to such as are not already legally qualified, at such times and in such form as the Superintendent of Public Instruction shall prescribe: And provided further, That cities having a special and thoroughly equipped normal training department, under control of a special training teacher, such schools having a course of not less than one year, shall be exempt from the provisions of this section as to the examination of teachers. Any board of education that shall violate the provisions of this act by employing a teacher who is not legally qualified, shall forfeit such a proportion of the primary school interest fund as the number of unqualified teachers employed bears to the whole number of teachers employed in the district. All school districts organized by special enactment shall, through their proper officers, make such reports as the Superintendent of Public Instruction may require."

ACT 196 OF 1901.

An Act defining the legal qualifications of kindergarten, music, and drawing teachers in the State.

The People of the State of Michigan enact:

Section 1. Any person who is a graduate of any kindergarten training school, indorsed by the Superintendent of Public Instruction of this State, and who holds also a teacher's certificate or a diploma from a reputable college of the State, or a high school having a four years' high school course, shall be considered a legally qualified* kindergarten teacher; and any district board shall be authorized to pay such teacher for kindergarten instruction from the same fund, and in the same manner, as other teachers are now paid.

Sec. 2. Any person who has finished a course of at least two years in music in the University of the State of Michigan, or in any of the State normal schools, or in any college incorporated under the general laws of the State, and any person who has finished a course of at least one year in drawing in any of the aforesaid institutions, or in any other institution, whose course of study is acceptable to the Superintendent of Public Instruction, and holds in either case a statement from the proper authorities of the institution certifying to that fact, shall be considered a legally qualified teacher in music or in drawing; and any district board, or board of education, shall be authorized to pay such teacher for instruction in music or in drawing from the same fund, and in the same manner, as other teachers are now paid: Provided, That in cities organized under special law or charter, and maintaining kindergarten training schools, having a three years' course, shall be exempt from the provisions of this act.

*NOTE.—This does not prevent a board of education from hiring a kindergarten teacher otherwise legally qualified.

POLICY OF THE DEPARTMENT.

The object of the law is to maintain a standard of qualification for city teachers and to prevent in cities the employment of teachers who are not legally qualified. The distribution of the primary school inter-

est fund is based upon the maintenance in each district of at least five months of school and the employment of legally qualified teachers.

The authority is given to the Superintendent of Public Instruction to prescribe regulations under which teachers may become legally qualified, in order that the standards of examination adopted in the cities of the State may be uniform in their essential features and that the Superintendent of Public Instruction may possess the facts necessary to guide him in the distribution of the primary school interest fund.

The Superintendent does not desire to impose burdensome regulations, but herewith prescribes the rules for the issuing of certificates:

I. There shall be three grades of certificates (first, second, and third) which may be awarded by the city superintendent and board of education in accordance with the regulations named below.

II. Certificates will be printed by the Superintendent of Public Instruction and furnished by him to the secretaries of all city boards of education.

III. City certificates should be signed by the superintendent of schools and two members of the committee on examination.

IV. All certificates shall be valid for two years from the first Monday of September following the date of the examination and may be renewed by the same authority that granted them, under such conditions as the superintendent of schools and boards of education shall prescribe.

Note.—All persons teaching in any city school, as provided in section 13, must be holders of certificates issued by legal authority. The exemptions of No. VIII may excuse from taking the examination, but the proper certificate must be granted to such persons by the superintendent and board of education.

THIRD GRADE CERTIFICATES.

V. All applicants for positions in any of the primary grades (first four), unless excused by the terms of No. VIII, shall be examined in music and drawing, together with the branches required for a third grade certificate under the general laws of the State: Provided, That any person holding a third grade certificate issued by any county board of school examiners may be granted a city third grade certificate without an examination, except in music and drawing: And provided further, That candidates may be excused from the examination in music and drawing if they are not to be required to teach those subjects.

SECOND GRADE CERTIFICATES.

VI. All applicants for positions in any of the grammar grades (second four), unless excused by the terms of No. VIII, shall be examined in music, drawing, and any two of the following four branches: algebra, general history, botany, physics, together with the branches required for a third grade certificate under the general laws of the State, and such other branches as the superintendent of schools and board of education may prescribe: Provided, That any person holding a second grade certificate issued by any county board of school examiners may be granted a city second grade certificate without examination, except in music and drawing: And provided further, That candidates may be excused from the examination in music and drawing if they are not to be required to teach those subjects.

FIRST GRADE CERTIFICATES.

VII. All applicants for positions in the high school department, unless excused by the terms of No. VIII, shall be examined in the branches required under the general laws for a third grade certificate, together with any four of the following six studies, viz.: algebra, botany, general history, rhetoric, physics, geometry, and such branches as they are required to teach, and such other branches as the superintendent of schools and board of education shall prescribe: Provided, That any person holding a first grade certificate issued by any county board of school examiners may be granted a city first grade certificate without examination, except in such branches as the superintendent of schools and board of education may require.

EXEMPTIONS FROM EXAMINATION.

VIII. The following described persons may be excused from an examination and certificates may be granted qualifying them to teach in any department of the city schools:

(a) All graduates from the literary department of the State University.

(b) All graduates of the State Normal College.

(c) All graduates of colleges in the State whose course in pedagogy has been approved by the State Board of Education.

(d) All persons holding Michigan State certificates.

(e) All persons holding Normal School diplomas and State certificates granted in other states, when such diplomas or certificates have been indorsed by the Michigan State Board of Education.

(f) All persons holding first grade certificates that have been indorsed by the Superintendent of Public Instruction.

Note.—City districts having a special and thoroughly equipped normal training department, with a course of not less than one year, etc., are exempt from the foregoing provisions because such cities are supposed to supply their teaching force from their training school, and such teachers are legally qualified under this provision.

DATE OF EXAMINATION.

IX. Examinations for such persons as are not included in the examinations of No. VIII shall be held by the superintendent of schools and board of education, beginning on any of the following dates:

(a) On Thursday of the first week of the spring vacation.

(b) On the last Thursday of June.

(c) On the third Thursday of August.

EXAMINATION QUESTIONS.

X. The superintendent of schools, with the approval of the board of education, shall prepare the questions for all examinations.

THE KINDERGARTEN; ITS PLACE AND WORK.

Act 119 of 1891 provided that any district in the State should be empowered to provide suitable apartments, necessary apparatus and appliances for the instruction of children in kindergarten methods. The act further provides that all children between the ages of four and seven shall be entitled to this instruction. Before this act was passed the subject of kindergarten work had been discussed in Europe and in this country and had been introduced in some of the city schools. The necessity of such instruction for children and the opportunity which it afforded for intellectual and physical development at once made the kindergarten popular. The introduction of kindergarten work in the public schools has, in many ways, modified the methods pursued by all primary teachers. Specific instruction has been given to the teaching force of the State through the teachers' institute, and we find that the rural school teachers, as well as the graded school teachers, are using more or less of kindergarten methods.

I desire to express my hearty approval of this work, also to urge all school districts where the kindergarten has not been introduced to take steps at an early date for the establishment of such a department.

In connection with this it may not be out of place to utter a word of caution. The popularity of the kindergarten work when first introduced made a call for teachers of the subject and many persons, after taking a brief course in some training school, entered upon the work, and because of lack of thorough preparation and thorough mastery of the principles of the subject, it was largely a failure and in some places brought the kindergarten into disrepute. The teacher of any subject should have complete mastery of it and be an adept in presenting it. This is especially true of all primary teachers and especially those who take up the work of the kindergarten. The kindergarten teacher deals with the children at an early age when the mind is easily moulded, and to make a mistake here will work disaster in the later years of their school work. For the child to gather from the kindergarten the idea that to go to school means to have a good time is the greatest mistake that can come to him in his school life. No person should undertake to manage a kindergarten department who has not thoroughly studied and mastered the principles of the kindergarten and who, with this, has not a broad and definite knowledge of psychology in its relation to the child and who appreciates in full the important fact that the first three years which the child spends in school determines his course of life, so far as school is concerned.

LIBRARIES.

The generosity of philanthropists in endowing public libraries is one of the greatest prophecies of human progress in the new century. In response to the vital impetus this has given the library movement there has already begun a popular awakening which is potential for great advancement in the educational field. Financial support is an essential in the establishment of libraries, and when this support is ample and free it may be the chief factor in building up an institution of great public utility. But money is not in a general sense the first essential in local library management. There must be the reading habit or a fixed purpose to acquire that habit, on the part of a considerable number of people. The best library endowment in any community is a real and an intelligent appreciation of the purpose and value of libraries.

The library ideal toward which Michigan is striving was set up by her first Superintendent of Public Instruction who believed that libraries once rightly established will be the means of effecting an equal amount of good with the schools themselves. The coordinate value of school and library is already proven in many localities, and a general acceptance of this truth is sure to follow the utilization of the dual character of the library;—it must be a fountain as well as a reservoir. The progress in the management of libraries is well illustrated in the case of the State Library. In 1836 this library was rigidly restricted exclusively to the use of members of the Legislature and State officers, while at present through "Associates" and "Traveling Library" systems it is in direct and constant contact with the people in very many sections of the State. The State Library Commission is the efficient leader in the new library propaganda and local library organizations new or old should not hesitate to ask the advice of the Commission on all important matters.

There is an imperative call today to all loyal, patriotic participants in public educational activities, and to all who aim to teach by word and action the generation now advancing to the full current of manly and womanly usefulness, to promote by every possible means a better understanding of the value, yes, the necessity of libraries. For a true knowledge of the subject will initiate a popular crusade for books which will be accelerated in the years of the immediate future, and will not stop until every citizen of Michigan has worthy library privileges.

A few words in regard to the legal phases of the library question may be proper at this point. Section 12 of Article XIII of the Constitution provides for the establishment of libraries in cities and townships and that all fines for any breach of the penal laws assessed and collected in the several counties shall be exclusively applied to the support of schools and libraries. Pursuant to this provision of the Constitution the Legislature has enacted statutes in regard to libraries which are found beginning with section 4752 of the Compiled Laws of 1897. The township board of school inspectors has full charge of the township library, controls the money therefor, and is the purchasing board. This law provides that any school district by a two-thirds vote at any annual

meeting may establish a district library, and when this has been done the district is entitled to its proportionate share of the books in the township library and to its share of any library moneys apportioned to the township. Boards of education must report in full in regard to their libraries in order to entitle the district to receive library moneys. The Superintendent of Public Instruction directs the apportionment of this money and the county teasurer distributes it each year before the first day of June according to the statement of the Superintendent of Public Instruction. Districts have authority, also, to vote taxes for the support of their libraries.

TRAVELING LIBRARIES.

The State Board of Library Commissioners have charge of the traveling libraries of the State and all libraries in the State are now required to make an annual report to this board. The following statement (quoted from the report of the State Librarian) will explain how the benefit of the traveling libraries may be obtained.

The law enacted by the Legislature in 1895 provided for the establishment of traveling libraries in Michigan. Acting under this law, libraries are made up consisting of fifty volumes selected with the greatest care and of the highest literary standard. The books are arranged under the following subjects: ethics, religion, social science, natural science, literature, fiction, description and travel, biography, history. The libraries are sent out in neat oak cases accompanied by loan cards and other details necessary for the care of books. Full instructions for the management of the library also accompany the outfit.

The libraries are primarily for the use of the residents of the small villages and rural districts. They are for the benefit of those who are deprived of the library advantages enjoyed by the large cities and library centers of the State and are sent on application to the following organizations:

Twenty or twenty-five taxpayers. (This is a desirable application for a village.)

Granges.

Farmers' Clubs.

Reading Clubs.

Epworth Leagues and similar organizations.

Any society organized for the purpose of study.

The State Library is the center of this work and all libraries are sent from and returned to that department. The books may be kept from three to six months, when they may be returned and a new library will be sent. A yearly fee of five dollars pays all transportation expenses on four libraries if they are used during the year. Three libraries are sent whether or not the year has expired. A fee of $1.25 pays all expenses of one library, which may be kept for three months, and the time on which will be extended if desired by the borrowers. The books are selected with a view to pleasing all tastes and are suited to all ages excepting, perhaps, very young children. The records show that travel, biography, and fiction are read by children ten years old and upward. This is particularly true when the books are placed in schools. The libraries can be placed in schoolhouses, churches, stores, or private

houses. The care and circulation of the books is left entirely to the local officers appointed for that purpose.

The following rules issued by the State Board of Library Commissioners will explain how free public libraries, township, and school libraries may register with the State Board of Library Commissioners:

(1) All registered libraries must be free to the public.

(2) The libraries must have a suitable custodian and be placed in a room properly provided with book shelves and tables. It must be open to the public at least part of two days in the week.

(3) A township library applying for registration must agree to use the fines as provided in Article 13, Section 12, Constitution of Michigan, exclusively for library purposes.

The above named section reads as follows:

SEC. 12. The legislature shall also provide for the establishment of at least one public library in each township and city, and all fines assessed and collected in the several counties and townships for any breach of the penal law shall be exclusively applied to the use of such libraries; unless otherwise ordered by the township board of any township or the board of education of any city: *Provided*, That in no case shall such fines be used for other than library or school purposes.

(4) A yearly report must be made to the State Board of Library Commissioners by the officers of the registered libraries. Blanks for the report will be furnished by the Board.

The rules having been accepted, a certificate of registration will be issued by the Board to the applying library, which, by the transaction will receive the following advantages:

(1) Registered libraries shall be entitled to receive from the Board of Library Commissioners advice and aid regarding the purchase, classifying and cataloguing of books, and information on all subjects relating to the care and management of libraries. Instruction in library work will also be given in the Michigan State Library to the librarians of registered libraries.

(2) Catalogues of the Michigan State Library will be placed in all registered libraries, and a book or books may be borrowed from the State Library for a limited time by patrons of the registered library. These loans will be made on request of the local librarian and transportation expenses must be paid by the borrower.

(3) Registered libraries may procure copies of State documents upon request made to the secretary of the Board of Library Commissioners.

(4) Free public libraries incorporated under Act 164 of the Public Acts of 1877, and organized after the establishment of the Board of Library Commissioners, upon notification to the Board that they have an established library of at least one hundred volumes other than State or government documents, and upon furnishing a list of said books to the Board, may receive from the State a loan of one hundred volumes to be selected from the lists furnished by the Board. Said books to be returned within six months unless an extension of time is granted by the Board.

NATURE STUDY.

I am extremely glad to learn that the members of the Grange and Farmer's Clubs in the State are manifesting a growing interest in the subject of the teaching of nature study in our rural schools. It argues well for this reform that it has begun in the hearts and minds of those who can and will see it brought forward as rapidly as possible. Why it has not been begun earlier, both by educators and the patrons of our schools, is a question not easily answered. All have witnessed the sudden transition of a country boy on his first day of school as he goes from a long and loving communion with Mother Nature to the close walled, hard seated, restricted schoolroom with its rules and laws. To sit upon a hard bench, or stand upon a line, to spell out words in a book, is to his mind, in very strong contrast with the freedom, the absence of restraint, the air, the earth, the sky, woods, rivers, the flowers, and the birds which he has enjoyed before this. Longfellow's lines had very many times been beautifully fulfilled to him:

"And Nature, the old nurse, took
The child upon her knee,
Saying, 'Here is a story book
Thy father has written for thee.'"

By a consideration of this unnatural method of dealing with a child we reach one answer to the question "Why introduce nature study in the school?" and the answer may be in the form of another question, namely, "Why stop nature study when the child enters school?" For it should be remembered that up to the time of his entering school he has been in loving and intimate communion with nature. He has learned many of her secrets and tested her power to bring intense happiness to his child nature.

It is important at the outset to have clear notions concerning the place and character of nature study. The term "nature study" does not mean the same as "elementary science." For example, we have had much study of the science of botany, which has consisted of the dissection and study of the various parts of a plant, dealing principally with the flower and ending finally in the classification of the plant as to order, family, genus, and species,—the whole concluded by the pronouncing of a scientific name and it may be the pressing of the flower to take its place in a collection of plants in the form of a herbarium. This method of study has some pedagogical value and in a modified form will continue to be a part of the course of study, but it is not nature study. Nature study is not merely a study of the products of nature, these products to be brought into the schoolroom to be there studied, but rather of nature in its natural conditions. It is best pursued out of doors and therefore field work will be a necessary part of it. Botany as a science is studied in a laboratory, with the scalpel and the microscope. The proper laboratory for nature study is out of doors, or if pursued indoors

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POLICY OF THE DEPARTMENT.

The object of the law is to maintain a standard of qualification for city teachers and to prevent in cities the employment of teachers who are not legally qualified. The distribution of the primary school inter-

he does will be lifeless and unproductive; with an interest in his work there is scarcely anything which he can not accomplish, and its absence shows that something is radically wrong, either in matter or method.

A few words should be said as to the aims or purposes of nature study. To answer the question "Why?" is most important when any new project is to be entered upon. The oldest recognized aim in all forms of education has been the acquisition of knowledge, the storing of the mind with facts. To accomplish this the pupil was required to assent to the facts of knowledge as stated by the authors of books and by the use of a retentive memory to store such facts in the mind. By this process the self-activity of the pupil was not brought into exercise, except so far as he used his memory, but too often the knowledge so obtained was vague and unsatisfactory. There was no personal investigation, no sense of the personal effort which alone imparts interest to any subject. Educators now recognize this aim to be low and narrow. Nature study, properly carried on, would bring into play all the powers of the mind instead of developing but a single one and would thus go very far towards correcting the weakness of the old method.

A second aim of education is the development of all the intellectual powers of the child. The later education seeks to give the pupil power to acquire knowledge for himself, intellectual power taking first rank and the acquisition of facts being only a means to an end. This new education consists in causing a pupil, first, to see or apprehend for himself; second, giving him power to think for himself; third, power to express his thoughts with clearness and accuracy; and finally, to put his ideas into effective practice.

There are those who would say that a third and still higher aim of education would be to give the pupil a preparation for practical life. It is true that the recent marvelous advance in living and the appreciation of life consists most largely in our power to conquer the forces and powers of nature. Even the children in school may and should know much of how our civilization depends upon physical forces and agencies, and here we find a very strong argument for the introduction of nature study into our schools.

And still it may be asked whether the acquisition of knowledge, the gaining of power, or the fitting of our pupils for practical life is the highest aim which should actuate the teacher in his work. There are those who acquire knowledge selfishly, for their own gratification; power is gained and exerted only for evil purposes, and the definition too often used for success in practical life is that it consists in power to obtain undue and unrighteous advantage over neighbor and associate. Surely there is needed something over and above these aims in order that knowledge and power may be turned into right channels and devoted to righteous ends. Education is a failure if it does not develop the sympathies of the child for those about him. He must learn to love his neighbor as himself. Here again we find another strong argument for nature study. By the methods of the laboratory a child may be inspired to pull up wild flowers and destroy birds, but by nature study he will learn to plant and care for plants, to attentively study the care and protection of animals, and through this will come that refinement of feeling, that sensitiveness to the rights of others, which will surely develop in the heart of the child a broad and beautiful sympathy for all mankind. He

FIRST GRADE CERTIFICATES.

VII. All applicants for positions in the high school department, unless excused by the terms of No. VIII, shall be examined in the branches required under the general laws for a third grade certificate, together with any four of the following six studies, viz.: algebra, botany, general history, rhetoric, physics, geometry, and such branches as they are required to teach, and such other branches as the superintendent of schools and board of education shall prescribe: Provided, That any person holding a first grade certificate issued by any county board of school examiners may be granted a city first grade certificate without examination, except in such branches as the superintendent of schools and board of education may require.

EXEMPTIONS FROM EXAMINATION.

VIII. The following described persons may be excused from an examination and certificates may be granted qualifying them to teach in any department of the city schools:

(a) All graduates from the literary department of the State University.

(b) All graduates of the State Normal College.

(c) All graduates of colleges in the State whose course in pedagogy has been approved by the State Board of Education.

(d) All persons holding Michigan State certificates.

(e) All persons holding Normal School diplomas and State certificates granted in other states, when such diplomas or certificates have been indorsed by the Michigan State Board of Education.

(f) All persons holding first grade certificates that have been indorsed by the Superintendent of Public Instruction.

Note.—City districts having a special and thoroughly equipped normal training department, with a course of not less than one year, etc., are exempt from the foregoing provisions because such cities are supposed to supply their teaching force from their training school, and such teachers are legally qualified under this provision.

DATE OF EXAMINATION.

IX. Examinations for such persons as are not included in the examinations of No. VIII shall be held by the superintendent of schools and board of education, beginning on any of the following dates:

(a) On Thursday of the first week of the spring vacation.

(b) On the last Thursday of June.

(c) On the third Thursday of August.

EXAMINATION QUESTIONS.

X. The superintendent of schools, with the approval of the board of education, shall prepare the questions for all examinations.

THE KINDERGARTEN; ITS PLACE AND WORK.

Act 119 of 1891 provided that any district in the State should be empowered to provide suitable apartments, necessary apparatus and appliances for the instruction of children in kindergarten methods. The act further provides that all children between the ages of four and seven shall be entitled to this instruction. Before this act was passed the subject of kindergarten work had been discussed in Europe and in this country and had been introduced in some of the city schools. The necessity of such instruction for children and the opportunity which it afforded for intellectual and physical development at once made the kindergarten popular. The introduction of kindergarten work in the public schools has, in many ways, modified the methods pursued by all primary teachers. Specific instruction has been given to the teaching force of the State through the teachers' institute, and we find that the rural school teachers, as well as the graded school teachers, are using more or less of kindergarten methods.

I desire to express my hearty approval of this work, also to urge all school districts where the kindergarten has not been introduced to take steps at an early date for the establishment of such a department.

In connection with this it may not be out of place to utter a word of caution. The popularity of the kindergarten work when first introduced made a call for teachers of the subject and many persons, after taking a brief course in some training school, entered upon the work, and because of lack of thorough preparation and thorough mastery of the principles of the subject, it was largely a failure and in some places brought the kindergarten into disrepute. The teacher of any subject should have complete mastery of it and be an adept in presenting it. This is especially true of all primary teachers and especially those who take up the work of the kindergarten. The kindergarten teacher deals with the children at an early age when the mind is easily moulded, and to make a mistake here will work disaster in the later years of their school work. For the child to gather from the kindergarten the idea that to go to school means to have a good time is the greatest mistake that can come to him in his school life. No person should undertake to manage a kindergarten department who has not thoroughly studied and mastered the principles of the kindergarten and who, with this, has not a broad and definite knowledge of psychology in its relation to the child and who appreciates in full the important fact that the first three years which the child spends in school determines his course of life, so far as school is concerned.

LIBRARIES.

The generosity of philanthropists in endowing public libraries is one of the greatest prophecies of human progress in the new century. In response to the vital impetus this has given the library movement there has already begun a popular awakening which is potential for great advancement in the educational field. Financial support is an essential in the establishment of libraries, and when this support is ample and free it may be the chief factor in building up an institution of great public utility. But money is not in a general sense the first essential in local library management. There must be the reading habit or a fixed purpose to acquire that habit, on the part of a considerable number of people. The best library endowment in any community is a real and an intelligent appreciation of the purpose and value of libraries.

The library ideal toward which Michigan is striving was set up by her first Superintendent of Public Instruction who believed that libraries once rightly established will be the means of effecting an equal amount of good with the schools themselves. The coordinate value of school and library is already proven in many localities, and a general acceptance of this truth is sure to follow the utilization of the dual character of the library;—it must be a fountain as well as a reservoir. The progress in the management of libraries is well illustrated in the case of the State Library. In 1836 this library was rigidly restricted exclusively to the use of members of the Legislature and State officers, while at present through "Associates" and "Traveling Library" systems it is in direct and constant contact with the people in very many sections of the State. The State Library Commission is the efficient leader in the new library propaganda and local library organizations new or old should not hesitate to ask the advice of the Commission on all important matters.

There is an imperative call today to all loyal, patriotic participants in public educational activities, and to all who aim to teach by word and action the generation now advancing to the full current of manly and womanly usefulness, to promote by every possible means a better understanding of the value, yes, the necessity of libraries. For a true knowledge of the subject will initiate a popular crusade for books which will be accelerated in the years of the immediate future, and will not stop until every citizen of Michigan has worthy library privileges.

A few words in regard to the legal phases of the library question may be proper at this point. Section 12 of Article XIII of the Constitution provides for the establishment of libraries in cities and townships and that all fines for any breach of the penal laws assessed and collected in the several counties shall be exclusively applied to the support of schools and libraries. Pursuant to this provision of the Constitution the Legislature has enacted statutes in regard to libraries which are found beginning with section 4752 of the Compiled Laws of 1897. The township board of school inspectors has full charge of the township library, controls the money therefor, and is the purchasing board. This law provides that any school district by a two-thirds vote at any annual

meeting may establish a district library, and when this has been done the district is entitled to its proportionate share of the books in the township library and to its share of any library moneys apportioned to the township. Boards of education must report in full in regard to their libraries in order to entitle the district to receive library moneys. The Superintendent of Public Instruction directs the apportionment of this money and the county teasurer distributes it each year before the first day of June according to the statement of the Superintendent of Public Instruction. Districts have authority, also, to vote taxes for the support of their libraries.

TRAVELING LIBRARIES.

The State Board of Library Commissioners have charge of the traveling libraries of the State and all libraries in the State are now required to make an annual report to this board. The following statement (quoted from the report of the State Librarian) will explain how the benefit of the traveling libraries may be obtained.

The law enacted by the Legislature in 1895 provided for the establishment of traveling libraries in Michigan. Acting under this law, libraries are made up consisting of fifty volumes selected with the greatest care and of the highest literary standard. The books are arranged under the following subjects: ethics, religion, social science, natural science, literature, fiction, description and travel, biography, history. The libraries are sent out in neat oak cases accompanied by loan cards and other details necessary for the care of books. Full instructions for the management of the library also accompany the outfit.

The libraries are primarily for the use of the residents of the small villages and rural districts. They are for the benefit of those who are deprived of the library advantages enjoyed by the large cities and library centers of the State and are sent on application to the following organizations:

Twenty or twenty-five taxpayers. (This is a desirable application for a village.)

Granges.

Farmers' Clubs.

Reading Clubs.

Epworth Leagues and similar organizations.

Any society organized for the purpose of study.

The State Library is the center of this work and all libraries are sent from and returned to that department. The books may be kept from three to six months, when they may be returned and a new library will be sent. A yearly fee of five dollars pays all transportation expenses on four libraries if they are used during the year. Three libraries are sent whether or not the year has expired. A fee of $1.25 pays all expenses of one library, which may be kept for three months, and the time on which will be extended if desired by the borrowers. The books are selected with a view to pleasing all tastes and are suited to all ages excepting, perhaps, very young children. The records show that travel, biography, and fiction are read by children ten years old and upward. This is particularly true when the books are placed in schools. The libraries can be placed in schoolhouses, churches, stores, or private

houses. The care and circulation of the books is left entirely to the local officers appointed for that purpose.

The following rules issued by the State Board of Library Commissioners will explain how free public libraries, township, and school libraries may register with the State Board of Library Commissioners:

(1) All registered libraries must be free to the public.

(2) The libraries must have a suitable custodian and be placed in a room properly provided with book shelves and tables. It must be open to the public at least part of two days in the week.

(3) A township library applying for registration must agree to use the fines as provided in Article 13, Section 12, Constitution of Michigan, exclusively for library purposes.

The above named section reads as follows:

SEC. 12. The legislature shall also provide for the establishment of at least one public library in each township and city, and all fines assessed and collected in the several counties and townships for any breach of the penal law shall be exclusively applied to the use of such libraries; unless otherwise ordered by the township board of any township or the board of education of any city: *Provided*, That in no case shall such fines be used for other than library or school purposes.

(4) A yearly report must be made to the State Board of Library Commissioners by the officers of the registered libraries. Blanks for the report will be furnished by the Board.

The rules having been accepted, a certificate of registration will be issued by the Board to the applying library, which, by the transaction will receive the following advantages:

(1) Registered libraries shall be entitled to receive from the Board of Library Commissioners advice and aid regarding the purchase, classifying and cataloguing of books, and information on all subjects relating to the care and management of libraries. Instruction in library work will also be given in the Michigan State Library to the librarians of registered libraries.

(2) Catalogues of the Michigan State Library will be placed in all registered libraries, and a book or books may be borrowed from the State Library for a limited time by patrons of the registered library. These loans will be made on request of the local librarian and transportation expenses must be paid by the borrower.

(3) Registered libraries may procure copies of State documents upon request made to the secretary of the Board of Library Commissioners.

(4) Free public libraries incorporated under Act 164 of the Public Acts of 1877, and organized after the establishment of the Board of Library Commissioners, upon notification to the Board that they have an established library of at least one hundred volumes other than State or government documents, and upon furnishing a list of said books to the Board, may receive from the State a loan of one hundred volumes to be selected from the lists furnished by the Board. Said books to be returned within six months unless an extension of time is granted by the Board.

NATURE STUDY.

I am extremely glad to learn that the members of the Grange and Farmer's Clubs in the State are manifesting a growing interest in the subject of the teaching of nature study in our rural schools. It argues well for this reform that it has begun in the hearts and minds of those who can and will see it brought forward as rapidly as possible. Why it has not been begun earlier, both by educators and the patrons of our schools, is a question not easily answered. All have witnessed the sudden transition of a country boy on his first day of school as he goes from a long and loving communion with Mother Nature to the close walled, hard seated, restricted schoolroom with its rules and laws. To sit upon a hard bench, or stand upon a line, to spell out words in a book, is to his mind, in very strong contrast with the freedom, the absence of restraint, the air, the earth, the sky, woods, rivers, the flowers, and the birds which he has enjoyed before this. Longfellow's lines had very many times been beautifully fulfilled to him:

"And Nature, the old nurse, took
The child upon her knee,
Saying, 'Here is a story book
Thy father has written for thee.'"

By a consideration of this unnatural method of dealing with a child we reach one answer to the question "Why introduce nature study in the school?" and the answer may be in the form of another question, namely, "Why stop nature study when the child enters school?" For it should be remembered that up to the time of his entering school he has been in loving and intimate communion with nature. He has learned many of her secrets and tested her power to bring intense happiness to his child nature.

It is important at the outset to have clear notions concerning the place and character of nature study. The term "nature study" does not mean the same as "elementary science." For example, we have had much study of the science of botany, which has consisted of the dissection and study of the various parts of a plant, dealing principally with the flower and ending finally in the classification of the plant as to order, family, genus, and species,—the whole concluded by the pronouncing of a scientific name and it may be the pressing of the flower to take its place in a collection of plants in the form of a herbarium. This method of study has some pedagogical value and in a modified form will continue to be a part of the course of study, but it is not nature study. Nature study is not merely a study of the products of nature, these products to be brought into the schoolroom to be there studied, but rather of nature in its natural conditions. It is best pursued out of doors and therefore field work will be a necessary part of it. Botany as a science is studied in a laboratory, with the scalpel and the microscope. The proper laboratory for nature study is out of doors, or if pursued indoors

nature must be brought inside for study. The actual life of animals and plants must be observed by the pupils.

Again, nature must be studied by the pupil himself. Nature study is not reading about nature; it is not listening to graphic descriptions by teachers or classmates, it is not making a pleasant excursion out into nature; it is allowing the child, untrammelled, to go out into nature, making observations of her as seen by himself; and, under the guidance of a wise and tactful teacher, he would in time become a deep, thorough, intensive, and sympathetic observer of nature in all her wonderful variety and varying moods.

Speaking from the standpoint of a child's mental powers, the basis upon which must rest proper and successful method in nature study is that of sense perception. The child must gain all his original notions through the use of his senses. Indeed, it may be argued that in all grades of study, from the primary to and through the college, the first approach to any study should be if possible through the medium of sense perception. First ideas must not come through the medium of words, and so far as a teacher attempts to do his work in that way it is largely a failure. But it is most emphatically true of primary grades that unless the teacher uses every effort to make sure that pupils see with their own eyes instead of merely listening and assenting to what is told them, all their subsequent work will be poor because built upon poor foundations. There is a duty here for teachers as well as for pupils. The teacher must not ask for a book to tell him all about nature, but rather he must observe for himself, and by this spirit of observation and daily putting into practice before and with his pupils what he has acquired for himself he thus leads them to observe for themselves. In this way alone will the teacher be able to judge of the proper material and method of study. He cannot stand aloof from nature and by means of what he has read in books be able to judge as to what will be a proper method or the best material for study. In a word, nature must be studied by the child from the child's standpoint, and by the teacher with the children. It should be insisted that the sense impression which is produced upon the mind of the child should be as sharp and clear as it is possible to make it. Impressions are deepened by an examination which is thoroughly and carefully made.

It is not my purpose at this time to suggest what is the proper material of study. That could not be met by a single brief discussion of the subject but must be the result of a somewhat protracted preparation which the teacher must make for this work. An outline for this has been carefully worked out and published in the State Manual and Course of Study. In general it may be said that such material must be chosen which can best be seen by the pupil, that which will most vividly appeal to the senses of the child, and that which recalls to him something which he has already seen. Then it will be possible for him not only to add to his store of knowledge but he will have a new basis from which he can take a step from the known to the related unknown. The imagination will be quickened and the materials and ideas gained by perception will be modified and brought into their right relations.

If this is done, another end will be gained, one very vital to the final end which is to be attained by this, as by all lines of educational effort. The child will be filled with an interest in his work which cannot be produced so well in any other way. Without interest in his work, all that

he does will be lifeless and unproductive; with an interest in his work there is scarcely anything which he can not accomplish, and its absence shows that something is radically wrong, either in matter or method.

A few words should be said as to the aims or purposes of nature study. To answer the question "Why?" is most important when any new project is to be entered upon. The oldest recognized aim in all forms of education has been the acquisition of knowledge, the storing of the mind with facts. To accomplish this the pupil was required to assent to the facts of knowledge as stated by the authors of books and by the use of a retentive memory to store such facts in the mind. By this process the self-activity of the pupil was not brought into exercise, except so far as he used his memory, but too often the knowledge so obtained was vague and unsatisfactory. There was no personal investigation, no sense of the personal effort which alone imparts interest to any subject. Educators now recognize this aim to be low and narrow. Nature study, properly carried on, would bring into play all the powers of the mind instead of developing but a single one and would thus go very far towards correcting the weakness of the old method.

A second aim of education is the development of all the intellectual powers of the child. The later education seeks to give the pupil power to acquire knowledge for himself, intellectual power taking first rank and the acquisition of facts being only a means to an end. This new education consists in causing a pupil, first, to see or apprehend for himself; second, giving him power to think for himself; third, power to express his thoughts with clearness and accuracy; and finally, to put his ideas into effective practice.

There are those who would say that a third and still higher aim of education would be to give the pupil a preparation for practical life. It is true that the recent marvelous advance in living and the appreciation of life consists most largely in our power to conquer the forces and powers of nature. Even the children in school may and should know much of how our civilization depends upon physical forces and agencies, and here we find a very strong argument for the introduction of nature study into our schools.

And still it may be asked whether the acquisition of knowledge, the gaining of power, or the fitting of our pupils for practical life is the highest aim which should actuate the teacher in his work. There are those who acquire knowledge selfishly, for their own gratification; power is gained and exerted only for evil purposes, and the definition too often used for success in practical life is that it consists in power to obtain undue and unrighteous advantage over neighbor and associate. Surely there is needed something over and above these aims in order that knowledge and power may be turned into right channels and devoted to righteous ends. Education is a failure if it does not develop the sympathies of the child for those about him. He must learn to love his neighbor as himself. Here again we find another strong argument for nature study. By the methods of the laboratory a child may be inspired to pull up wild flowers and destroy birds, but by nature study he will learn to plant and care for plants, to attentively study the care and protection of animals, and through this will come that refinement of feeling, that sensitiveness to the rights of others, which will surely develop in the heart of the child a broad and beautiful sympathy for all mankind. He

will learn to love the beautiful in art and literature, and they in turn will produce in the child that which after all is the true aim in all education, namely, the ability to "look through nature up to nature's God," or, as the great Agassiz expressed it, the power to "think God's thoughts after him."

SANITARY SCIENCE IN THE PUBLIC SCHOOLS.

For twelve years the present Superintendent of Public Instruction served the State as a member of the State Board of Health. During that period he gave his time and energy especially to the task of properly relating the work of that important branch of the public service to that of the schools. Reference is here made to this fact in order that the far reaching reforms inaugurated during that time may have added emphasis and that the good work may be continued.

An eminent prime minister of England once said, "The health of the people is the first duty of the statesman," and Herbert Spencer in his essay on Education, discussing the subject, "What knowledge is of most worth?" declares that in order of importance those activities which directly minister to self preservation must clearly take precedence of all others. He goes on to say that under this head are those actions and precautions by which from moment to moment we secure personal safety. This is not a new truth, but it required the influence of the noted essayist to make it seem anything other than a new discovery.

In the matter of attention to the physical conditions of our youth, Michigan, it may justly be claimed, has gone farther and will eventually do more for preserving the health and the life to the effective performance of the duties of citizenship than has been accomplished anywhere else in the world. Infectious and communicable diseases are the unnecessary causes of the premature death of thousands of school children who, but for these diseases, would be saved to become valuable citizens; and a large proportion of the tens of thousands of others who do not die are still the victims of the inevitable sequelæ which leave the body impoverished in energy, broken in constitution, or with impaired hearing or vision. The most of this can be prevented by means comparatively so simple that the principles governing them may be clearly understood by the pupils of our schools. Through them the parents will become interested in the reform and the far reaching results of a superior physical condition for all our citizens will be secured. The suggestion contained in the law of 1895, which makes it the duty of every teacher in Michigan to teach "the principal modes by which each of the communicable diseases is spread, and the best methods for the restriction and prevention of each such disease" is not yet as fully appreciated as it ought to be by our teachers; but the time will come when the historian will write this down as one of the most important steps taken in this generation.

The Superintendent sincerely believes that much progress has been made in practical sanitation within the past few years, and among no class of people so much as among the teachers of our public schools,

contagious scourges of young life. There is no doubt but that in the significant sanitary educational work which is now going on in our Michigan schools there results an ever increasing knowledge of diseases, their causes and their modes of spread, as well as knowledge by which their spread may be restricted and prevented, and that our teachers are training themselves and thereby coming into that degree of effectiveness in sanitary matters by which it will be possible to prevent much of human suffering; and yet their eyes are not fully opened so that they quickly see the evidences of the approach of disease as can the trained physician whose vision has been sharpened by expert knowledge of those evidences. Premonitory symptoms can and ought to be recognized soon enough to arrest their further development.

I do not think that I need to say more concerning the importance of such work as an expert medical inspector could do in connection with our public schools. Its protective value to the public in general and to school children in particular cannot be over estimated. All know how easily the contagious diseases of children may be and are disseminated, and how indifferent parents and guardians are to the protection of their own children or others from infectious and contagious diseases in school and at home. All know how these diseases in children lead to after results, impaired vision or hearing, chronic throat difficulties, diseased nervous systems by which their effectiveness as pupils and students is impaired, and that thereby the work of education is seriously hindered, if it is not in the cases of many pupils rendered altogether impossible.

Possessing, then, this just appreciation of the work, how may we inaugurate a system which shall be practically applicable to the school system of Michigan so that the minimum of extra burden shall be laid upon the people, and still the public reap the large benefit to be desired from such a work?

After a careful study of the situation as it exists in our State, I have come to this conclusion which I name as my first proposition, that in our school and health departments Michigan already possesses the elements for, at least, very successful pioneer work in this line. That is to say, we need only to make more effective the agencies which are already in operation.

The first requisite is a Board of Health which has the authority, and is charged with the duty, under the statute law, of taking official action concerning any case of contagious disease which is dangerous to the public health. This we have. Every municipality, every village, and every township in the State has its legally-constituted health board, clothed with power to take immediate and radical action for the public welfare.

The second requisite is a competent and public-spirited health officer; one who shall be paid a reasonable salary, and one who shall be willing to earn the money which he shall receive. Here we meet a practical difficulty. By the traditions surrounding this office and its administration, the fee in most of our cities and villages is but a nominal one, and the services rendered still more nominal. If he is to take added responsibility, enter upon a new line of duty, it is plain that his remuneration must be commensurate with these responsibilities and duties; and this is the proper place to inquire as to the details of those duties, and what would be reasonable compensation therefor. I can do no better than to

thing of a radical nature must be done, entered upon a system of daily medical inspection of the schools. Later the health authorities of New York inaugurated a similar work.

Boston has a most carefully-planned system of daily inspection of the schools of that city. The last published report includes the work of fourteen months. During that time very many cases of contagious diseases had been found in the schools, which required early diagnosis and removal from the school, and also many cases of sickness which were referred to the family physician for decision as to what should be done. By a preliminary examination each morning conducted by the teacher in charge, such pupils were selected out as evidenced any sign that they were sick or likely to be sick from a communicable disease, and sent to the superintendent's office or other room provided for the purpose. Here they were met by the Medical Inspector, each case carefully examined by him, and each pupil disposed of according to the judgment which he formed. Of 16,790 pupils examined, 10,737 cases of illness were found, during the fourteen months, and of these 77 were cases of diphtheria, 28 of scarlatina, 116 of measles, 28 of chicken-pox, 69 of pediculosis, 47 of mumps, 47 of scabies, 33 of whooping-cough. There were also a large number of contagious diseases of the eye, and over two thousand cases of follicular tonsillitis, which we know is an infectious disease.

The late reports from the New York Bureau, whose work is laid out on plans similar to those obtaining in Boston, are very interesting. The inspection report of the first four days' work of this Board shows that over four hundred children were suffering from contagious diseases, of which ten were diagnosed as diphtheria, 2 of measles, 1 of scarlet fever and 6 of mumps. The report for one week in April shows that 364 children were excluded. The cases were divided as follows: Measles, 2; diphtheria, 13; scarlet fever, 1; croup, 3; whooping-cough, 4; mumps, 10; contagious eye diseases, 59; parasitic diseases, 227; chicken-pox, 15; skin diseases, 19. That such results have been obtained is not to be wondered at, when we recall the indifference and carelessness and ignorance of parents and others who would be supposed to have at heart the welfare of the little children. Of the extent of the evils which were thus prevented, we can only guess; they can never be known except approximately.

Here are facts which, at least, should open our eyes to the possibility of what may happen in our schools at any time. Diphtheria, with all its terrors, is not confined to Boston or New York. It too frequently and too suddenly occurs in many of the schools of Michigan, and the question arises whether it is not only right, but the duty of the school authorities to see that the daily assembling of pupils be had without physical or moral harm; to know, when pupils are gathered together in the rooms in which they are to spend many hours, that these rooms shall not only be properly warmed, lighted, and ventilated, but that contagious diseases are not only not present, but not possible. To secure this condition of affairs requires expert service such as the schools at present, in the persons of the superintendent and teachers, cannot give. Expert knowledge concerning the imminence of communicable diseases is only possessed by the trained medical inspector, and it is only through his alliance with the school authorities that we may hope to give the schools that prevision and supervision necessary to prevent the outbreak of the

contagious scourges of young life. There is no doubt but that in the significant sanitary educational work which is now going on in our Michigan schools there results an ever increasing knowledge of diseases, their causes and their modes of spread, as well as knowledge by which their spread may be restricted and prevented, and that our teachers are training themselves and thereby coming into that degree of effectiveness in sanitary matters by which it will be possible to prevent much of human suffering; and yet their eyes are not fully opened so that they quickly see the evidences of the approach of disease as can the trained physician whose vision has been sharpened by expert knowledge of those evidences. Premonitory symptoms can and ought to be recognized soon enough to arrest their further development.

I do not think that I need to say more concerning the importance of such work as an expert medical inspector could do in connection with our public schools. Its protective value to the public in general and to school children in particular cannot be over estimated. All know how easily the contagious diseases of children may be and are disseminated, and how indifferent parents and guardians are to the protection of their own children or others from infectious and contagious diseases in school and at home. All know how these diseases in children lead to after results, impaired vision or hearing, chronic throat difficulties, diseased nervous systems by which their effectiveness as pupils and students is impaired, and that thereby the work of education is seriously hindered, if it is not in the cases of many pupils rendered altogether impossible.

Possessing, then, this just appreciation of the work, how may we inaugurate a system which shall be practically applicable to the school system of Michigan so that the minimum of extra burden shall be laid upon the people, and still the public reap the large benefit to be desired from such a work?

After a careful study of the situation as it exists in our State, I have come to this conclusion which I name as my first proposition, that in our school and health departments Michigan already possesses the elements for, at least, very successful pioneer work in this line. That is to say, we need only to make more effective the agencies which are already in operation.

The first requisite is a Board of Health which has the authority, and is charged with the duty, under the statute law, of taking official action concerning any case of contagious disease which is dangerous to the public health. This we have. Every municipality, every village, and every township in the State has its legally-constituted health board, clothed with power to take immediate and radical action for the public welfare.

The second requisite is a competent and public-spirited health officer; one who shall be paid a reasonable salary, and one who shall be willing to earn the money which he shall receive. Here we meet a practical difficulty. By the traditions surrounding this office and its administration, the fee in most of our cities and villages is but a nominal one, and the services rendered still more nominal. If he is to take added responsibility, enter upon a new line of duty, it is plain that his remuneration must be commensurate with these responsibilities and duties; and this is the proper place to inquire as to the details of those duties, and what would be reasonable compensation therefor. I can do no better than to

quote the words of Dr. Durgin, chairman of the Boston Board of Health, describing the methods by which the work is carried on in that city:

"The Board of Health divided the city into five districts, giving an average of about four schoolhouses and fourteen hundred pupils to each district. No difficulty was experienced in finding well-qualified and discreet physicians who would undertake the duties prescribed; and the board selected and appointed one physician for each district, with a salary of $200 a year. His duty was to make a visit to each master's school daily, soon after the beginning of the morning session. The master receives from each of the teachers in his district early reports as to the appearance of illness in any pupil in his charge. These reports are given to the visiting physician, who at once examines the reported children and makes a record of his diagnosis and action in books furnished by the Board of Health for that purpose, and kept in the custody of the master. If the visiting physician finds the child too ill, from any cause, to remain in school, he advises the teacher to send the child home for the observation and care of his parents and family physician. If illness is from a contagious disease, the child is ordered home and the case reported to the Board of Health. The disposition of the sick child while at home, and the proper isolation in cases where contagious diseases develop in such children, as well as giving them a warrant for returning to school, depend principally upon the report of the school inspector."

It will be noticed that one of Dr. Durgin's districts corresponds very nicely to those of many of our smaller cities and villages. Four schoolhouses, fourteen hundred pupils, a well-qualified and discreet physician, and two hundred dollars salary are all within the bounds of possibility for the smaller places, and I can see no valid reason why the work could not be adapted to our school system in all graded schools.

The health officer should not be chosen, as he too often is, because of his political affiliations, but rather for his intimate and accurate knowledge of the early diagnostic characteristics of those diseases which are incident to school life—diphtheria, scarlet fever, measles, whooping cough, etc. He should not be ignorant of the principles of bacteriology, so far at least as pertains to the above diseases. He should be familiar with the Klebs-Lœffler bacillus of diphtheria, and the accurate and reliable diagnosis of that disease by the examination of the secretions of the throat in suspected cases. In short, he should be abreast of all knowledge which will contribute to the sanitary well-being of the schools under his charge.

I have here discussed but a single phase of the health officer's enlarged duties. He might finally be given duties which would cover such topics as selection of sites for schoolhouses, school architecture, drainage, heating, ventilation, water supply, floor space, lighting, and possibly a classification of pupils on a basis of health.

A third and necessary requisite for the successful operation of this plan will be a corps of teachers who shall be trained in the principles of sanitary science to that extent that they will be able quickly and intelligently to notice the premonitory onset of disease, and thus be capable of cooperating with the health officer in taking those steps which will prevent outbreaks which otherwise might develop into epidemics. It is this particular phase of the problem which is especially encouraging. We

already have very many teachers in our schools who are able to do this work. It would be the first duty of the teachers in the different rooms to select every morning from their pupils those who seem to be ill, or not in good physical condition, or those whom they have reason to suspect have been in contact in their families, or otherwise, with persons suffering from contagious disease. These pupils will at once be separated from the remainder of the school and sent to the room set apart for this purpose, for examination by the medical inspector. The teachers should furnish the medical inspector any special information they may have regarding their pupils or the homes from which they come. The list of absentees should be thoroughly scrutinized, and the causes of absence carefully considered to ascertain whether such absence has any connection with the outbreak of a communicable disease. Pupils who present themselves in school after forty-eight hours or more of absence could be referred to the inspector at the time of his daily visit.

This work, as far as the teachers are concerned, is a comparatively simple matter and takes up but little time. The Boston teachers express themselves as very much pleased with the work, and keenly appreciate the benefits to be derived from it. Our Michigan teachers will quickly and intelligently adapt themselves to the scheme.

A fourth requisite, secondary in importance only to those enumerated above, is the intelligent cooperation of all the people. The general public can further such a movement, or they can uphold and encourage it. It has been argued, as against the proposition to inaugurate a system of medical inspection of schools, that the people in our smaller towns are very conservative, that "in such communities the sentiment and practice of individualism is developed to a remarkable degree. The people are very democratic. They are not so accustomed to feel the pressure of what is called the 'social whole' as the people of the large cities, and do not so well understand it, its value and necessity." This is not so true in Michigan as it once was. The people have grown in intelligence in these matters, and in the main, are ready to cooperate with every proper measure that contributes to the public welfare. If the intelligence of some of our communities is not yet ready to adapt itself to measures such as have here been advocated, then our health officers must bend every effort to secure the sympathy, support, and cooperation of the intelligent element of society; the campaign of education must be prosecuted with redoubled energy until the time comes when these measures shall be adopted, and all persons come to have a proper interest in them.

SUMMARY OF SCHOOL LEGISLATION DURING THE SESSION OF 1903.

The Legislature of 1903 has passed several measures which will ultimately prove of great importance to the educational system of Michigan. Some bills which have become laws are simply amendments to correct weaknesses in the old law. The following is a summary of the principal acts of the Legislature affecting schools, giving a brief statement of the effect of each.

Act No. 76 provides that all records of school district, township, county, and state officers shall be open to inspection by all persons who are voters in the several municipalities mentioned.

Act No. 49 simply changes the name of assessor to treasurer wherever it occurs in the school law.

Act No. 218 amends the law in regard to taking the school census, providing that districts may take the census during the fifteen days preceding the first Monday in September.

Act No. 21 amends the law relating to the treasurer of the school district and in regard to vacancies in any school office. In addition to the causes of vacancy already mentioned in the law it provides that when a school officer ceases to be a taxpayer in the district the office which he holds becomes vacant. It provides, also, that a person elected to school office must qualify under affidavit that his name appears upon the assessment roll and that he is the owner of the property so assessed. In regard to treasurer's bond there must be two sufficient sureties who are required to justify under affidavit to the amount of said bond, unless the treasurer shall furnish the bond of some surety company. The said bond must be properly executed before any of the books or property of the district shall come into the treasurer's hands.

Act No. 95 changes the date of the August and March teachers' examinations to the second Thursdays respectively of those months.

Act No. 134 repeals Act No. 199, of 1901, and requires the librarian of all public libraries, whether township, school district, village or city, to report annually to the County Commissioner of Schools, on or before the 30th day of June in each year, in regard to the condition and support of the library, and requires the County Commissioners to file these reports with the State Board of Library Commissioners before the first day of September in each year.

Act No. 182 amends the laws beginning with section 4728 of the Compiled Laws with regard to condemning land for schoolhouse site by providing that the land may be condemned for a new site or to enlarge a site. The law already provided for condemnation proceedings, but there was no way by which a school district could enlarge its site by such proceedings. This measure will be of great importance to many school districts in the State.

Act No. 213 amends the law authorizing the University of Michigan to grant teachers' certificates, by providing that the regents may grant

teachers' certificates to persons who have received certain degrees and completed certain work of a pedagogical character, and that they may accept in lieu of this pedagogical work similar work done in other educational institutions.

Act No. 154 amends the law in regard to the township unit districts of the upper peninsula by providing that in each township the qualified voters shall elect a board of trustees of five members, that their term of office shall be three years, and that the annual meeting in all township unit districts organized under Act 176, of 1891, shall be held on the second Monday of July in each year. The act also fixes the duties of the trustees, the dates for their regular board meetings, and the salary for the several members of the board. This act is of great importance to the people of the upper peninsula, as it provides for removing all school matters from political influence. Under the old law the election of school trustees occurred at the township election and of course the elections became partisan. This had produced considerable dissatisfaction.

Act No. 190 provides that any school district which maintains a school during five months of the year, having children residents therein who have completed the studies of the eighth grade in said school, may at any annual meeting vote a tax sufficient to pay the tuition and daily transportation of said children to any high school which the school board may select and designate. This bill came in response to the demand in many parts of the State for better opportunities for children residing in rural districts, and, where suitable high schools are accessible, to avoid the necessity of establishing a rural high school.

Act No. 202 is of very great importance to the normal schools of the State. It places the fixing of courses of study and the granting of certificates and degrees in the hands of the State Board of Education, the purpose being to unify the work of the several normal schools of the State so that students may go from one institution to another without loss of time in the course of study they may be pursuing. This will result in making practically a normal school system for the State and will enable the several institutions to do more effective work than they have done in the past. This act repeals Act 175 of 1897.

Act No. 10 amends section 4665 of the Compiled Laws by removing the limit of distance for taxing property for school purposes, and provides that the district may vote a tax to pay for the transportation of pupils to and from school; also that the district may use the funds derived from the one mill tax, or any part thereof, for the purpose of transporting pupils. This act, taken in connection with Act No. 37 of 1901, which removed the nine-section limit of school districts, makes it possible for the people in rural communities to increase the size of districts and consolidate such districts as they may desire into one district, thus giving a larger taxing area and the opportunity to provide a high school with rural surroundings, thus giving to the pupils of a rural community the same educational advantages as are enjoyed by the people who reside in villages and cities.

Act No. 156 provides for the establishment of a new normal school in the western part of the State and places the control of this school, together with the fixing of the site, in the hands of the State Board of Education.

Act No. 241 provides for the establishment of county training schools

for rural teachers. The act provides that when the board of supervisors of any county and the people of any district therein have voted to establish in connection with the school in said district a training class for rural teachers, that the Superintendent of Public Instruction may give permission for the establishment of said school. The State Superintendent of Public Instruction, the County Commissioner of Schools, and the Superintendent of Schools in the district where the class is organized constitute the County Normal Board, whose duty it shall be to arrange courses of study and grant certificates to such students as satisfactorily complete the course. These certificates are to be valid in rural schools and in the grades only of graded schools. They may be transferred from one county to another and are renewable. The expense for instruction is provided for in the following manner: upon the certificate of the Superintendent of Public Instruction that the district has complied with the law and established the class, the Auditor General, semi-annually, shall draw his warrant upon the State Treasurer for $250 for each teacher employed in the class, but not more than one thousand dollars can be so drawn for any county in any one year. The balance of the expense for instruction is to be borne equally between the county and the district which establishes the class, but cannot exceed the amount drawn from the State.

This act provides for the first means ever given in this State for the training of teachers for our rural schools in such a way that it shall effectively reach said schools. A similar law is in force in Wisconsin and New York and the beneficial results attained in those states warrant the State of Michigan in taking this great step in educational matters. It is believed that this law will prove of far reaching benefit to the people of the State.

The other educational bills passed by the Legislature are principally local bills affecting particular localities and are of no general importance to the people at large. Altogether, the Legislature of 1903 has made the greatest record in educational matters of any Legislature which has ever served the State. In the more important measures, such as Act No. 10, Act No. 190, Act No. 241, the referendum is attached so that the matter is wholly in the hands of the people and they become the judges as to whether they shall take action under these laws.

SUPREME COURT DECISIONS

ON MATTERS OF

EDUCATIONAL INTEREST.

DECISIONS OF THE SUPREME COURT.

COWLEY vs. SCHOOL DISTRICT NO. 3.

(Opinion filed June 3, 1902.)

SCHOOL DISTRICT—CONCLUSIVENESS OF RECORD OF PROCEEDINGS—CONTRACT TO HIRE TEACHER—SECTION 4671, C. L. CONSTRUED.

A teacher cannot be legally employed by a school board without official action under section 4671, C. L. providing that "No act authorized by the district board shall be valid unless voted at a meeting of the board."

The record of the proceedings at a meeting of the school board, kept by the secretary, cannot be contradicted by oral testimony.

Error to the Circuit Court for Alcona County, Main J. Connine, Judge.

Action by Lillian C. Cowley against School District No. 3, Harrisville Township. Plaintiff had verdict. Defendant brings error.—Reversed and new trial ordered.

Hall & Brockway for plaintiff and appellee.

O. H. Smith for defendant and appellant.

HOOKER, C. J. The plaintiff's action is brought to recover upon an alleged contract of hiring as a school teacher. She produced a contract in writing signed by two members of the school board, as it existed, at the date of the contract, and offered proof tending to show that she held herself in readiness to perform the contract on her part, but was prevented by the school board.

The defense relied on is that although the contract bears the signature of two of the members of the school board, they were not authorized to sign it by any action taken by the board at a meeting. The contract bears date the 30th day of June. Plaintiff applied for the school on May 11th, and on May 12, Mr. Ferguson, one of the members of the board, informed her that the board had decided to hire her, and Mr. Wilson, another member, intimated the same thing. She stated that "They said that the board had a meeting, and that I was hired at that meeting, by two members of the board. Mr. Ferguson told me that." Mr. Briggs, the director, notified her to the contrary, when informed of her claim. The director, Briggs, produced the record of the district, and said that it contained a record of all the meetings for the year, both of the board and electors. The following is an exemplification of the record of the meeting of May 11th:

"Meeting of the school board was called to order at 8 o'clock p. m., May 11th, 1900. Present, Jas. Ferguson, De Witt Wilson and C. C. Briggs. After looking over the house it was resolved that the school room be papered and painted, and Mr. Wilson was appointed a committee of one to have the same done in proper shape. The application of Miss Cowley for the next term of school was presented by Mr. Wilson, but no action was taken on the application.

C. C. BRIGGS, Director."

The next meeting was on July 14, and the following is a copy of the record:

"July 14, 1900. The School Board of school district number three was called to order at 8 o'clock p. m., by the chairman. Full board was present. Application of Miss Lillian C. Cowley was presented and voted upon, Effrick no, Briggs

no, and Wilson yes. The application of one Frederick was presented and voted upon, Effrick yes, Briggs yes, and Wilson no. The director was instructed to draw a contract for Mr. Frederick for nine months' school at forty dollars per month. Moved by Mr. Briggs and seconded by Mr. Wilson that the director correspond with parties in regard to purchasing ten new desks. Moved by Mr. Briggs that Mr. Wilson be appointed a committee of one to get the schoolhouse cleaned and pay three dollars for same, seconded by Mr. Briggs and carried on motion. Board adjourned.

C. C. BRIGGS, Director."

It will be observed that Ferguson was no longer a member of the board, having been succeeded by Effrick, who was elected at the annual meeting held on July 9th.

The plaintiff sought to show that the statement in the record of May 11, that no action was taken upon her application was not correct, and that at such meeting two members, i. e., Wilson and Ferguson, expressed themselves as favoring her employment. Ferguson testified that they talked the subject over at the meeting, and those two agreed to hire her, and that Briggs, the director, said that "if we hired her we would have to sign the contract, something to that effect," and that the record mentioned was not true.

Briggs states that the record was written up correctly, the next day. The plaintiff recovered and defendant has appealed.

Counsel for the appellant states that the questions in the case are two:

"1st. Can the record of the school board made in considering the application for hiring teachers be contradicted?

"2nd. Is it necessary that the official action of the school board in hiring a teacher, taken at a regular meeting, be in the form of a vote or resolution?"

The statute, Compiled Laws, Sec. 4671, provides:

"No act authorized to be done by the district board shall be valid unless voted at a meeting of the board. A majority of the members of the board at a meeting thereof shall be necessary for the transaction of business."

It has been explicitly held that a teacher could not be legally employed without official action as required by statutes.

(Hazen vs. Lercher, 47 Mich., 626.)

The record of the proceedings of the meeting, kept by the director, states that "The application of Miss Cowley for the next term of school was presented by Mr. Wilson, but no action was taken on the application."

Parol proof was not competent to contradict the record in this proceeding.

See 20 American & English Enc. of Law, 1st Ed., 511, and cases cited.

Hall vs. People, 21 Mich., 462.

Stevenson vs. Bay City, 26 Mich., 45.

Ten Eyck vs. R. R. Co., 74 Mich., 232.

Water Sup. Co. vs. Ludington, 119 Mich., 487.

Sweet vs. Gibson, 123 Mich., 701.

The judgment is reversed and a new trial ordered. Long, J., took no part in the decision. The other justices concurred.

DECKERVILLE HIGH SCHOOL DISTRICT vs. SCHOOL DISTRICT NO. 3, ETC.

(Opinion filed June 24, 1902.)

PUBLIC SCHOOL FUNDS—APPORTIONMENT TO DISTRICT ORGANIZED OUT OF OLD DISTRICT—NEGLECT TO MAINTAIN A SCHOOL—SEC. 5, ARTICLE XIII, STATE CONSTITUTION.

Relator was organized as a school district in 1901 from a part of the territory of respondent district. The act provided that each district "shall receive one-half of all the moneys, rents and profits due to said district No. 3 previous and up to the time this act shall take effect." The act took effect April 18, 1901. On a petition for mandamus to compel payment to relator its share of the public school funds, paid to respondent,

Held: That the relator had no right to a division of the primary school moneys apportioned to respondent, as the act did not include moneys to be afterwards ascertained and apportioned.

Relator had been organized for eight months prior to the time of filing its petition, and more than six months prior to the apportionment to the respondent, but had no school.

Held: That under section 5, article XII of the Constitution, providing that no school district which neglects to maintain a school, for at least three months in each year, shall be entitled for the ensuing year to its proportion of the primary school funds, relator could not collect the money directly from the State.

Certiorari to the Circuit Court for Sanilac County, Watson Beach, Judge, to review an order granting the petition of the Deckerville High School District for mandamus to compel a payment of primary school funds by School District No. 3 of the Townships of Marion and Bridghampton. Judgment reversed.

Wm. H. Aitken for relator.

Wm. H. Burgess for respondent.

In 1901 the Legislature organized the relator as a school district from a part of the territory of the defendant school district. The act provided for a sale of the property of the old district and distribution of the proceeds therefrom equally between the new and the old districts, and further provided that each district "shall receive one-half of all the moneys, rents and other profits due to said District No. 3 previous and up to the time this act shall take effect." Each district was also required to pay one-half the debts. The act took effect April 18, 1901. The property was sold as the act directed, and on July 8, 1901, a complete settlement was made between the two districts, upon which the sum of $381.30 was found due from the respondent to the relator, which amount was paid.

In November, 1901, the Superintendent of Public Instruction apportioned to the respondent as its share of the primary school money the sum of $552, which was paid to the assessor of the respondent. Relator claiming that, under the act above mentioned, one-half of said money belonged to it, made a demand for the same, which was refused, and the relator then filed a petition in the Circuit Court for the writ of mandamus to compel such payment. The writ was granted and the case is now before this court for review.

GRANT, J. It appears both from the petition for writ of mandamus and in the answer that at the time the petition was filed no school had been taught in the new district. The petition says that the school officers have contracted with a teacher to conduct the Deckerville High School for the winter and spring terms. The petition was filed January 13, 1902.

The apportionment of the school moneys in November, 1901, was based upon the reports of 1900. The interest upon this primary school fund is computed to the first day of April in each year by the Auditor-General. It is after that apportioned by the Superintendent of Public Instruction to the various school districts, based upon the number of children in each school district for the previous year, and is apportioned semi-annually between the first and tenth days of May and the first and tenth days of November each year.

We think the court was wrong in holding that, under the terms of the act, the relator had a right to a division of the primary school moneys apportioned to the respondent. The moneys to be afterwards ascertained and apportioned, were not

included within the terms of the act. The answer, which must be taken as true, alleges that no teachers have been employed by the relator since its organization; that the respondent has maintained a school, and that it has been open and free to the whole of the original district, and that a large number of pupils residing within the territory of that district, have attended the respondent's school, and are now in attendance, without charge for tuition.

Further, by section 5, article XIII of the Constitution, no school district which neglects to maintain a school for at least three months in each year, shall be entitled for the ensuing year to its proportion of the primary school fund. Although the relator had been organized for eight months prior to the time of filing its petition, and more than six months prior to the apportionment to the respondent, yet it had no school. It could not, under this provision, receive the money directly from the state.

Judgment reversed.

Long, J., did not sit. The other justices concurred.

HUYSER vs. TOWNSHIP BOARDS OF SCHOOL INSPECTORS.

(Opinion filed October 28, 1902.)

SCHOOL DISTRICTS—ORGANIZATION OF NEW DISTRICTS—NOTICE—POSTING OF NOTICE—REMEDY—CERTIORARI—SECTION 4653, C. L. CONSTRUED.

The posting of notices of the organization of school districts required by section 4653, C. L., and the proof of such posting, are necessary to confer jurisdiction upon the boards of inspectors.

The proof of posting notices of the organization of a school district required by section 4653, C. L., should show that the notices were posted in public places.

Certiorari will lie to review the acts of school inspectors in establishing a new district, where such action is taken seasonably and before the district has assumed the functions of a corporation, and where no expenses have been incurred by the new district.

Error to the Circuit Court for Ottawa County, Philip Padgham, Judge.

Certiorari to review the proceedings of the boards of school inspectors of the townships of Blendon, Zeeland and Olive in organizing School District No. 8 in the township of Blendon. Relator had judgment. Affirmed.

Diekema & Kollen for relator and appellee.

P. H. McBride for respondents and appellants.

GRANT, J. Certiorari to review the action of the boards of school inspectors in establishing a school district.

Twenty-two freeholders of the township of Blendon petitioned the boards of school inspectors of the townships of Blendon, Zeeland and Olive to organize a new school district in said township of Blendon, to be known as School District No. 8. The boundaries of said district to be formed from fractional district No. 4 of Blendon and Zeeland, No. 4 of Zeeland and Blendon, No. 5 of Blendon and Olive, and No. 3 of Blendon. The inspectors met March 14, 1901, and proceeded to organize the district. A meeting of the voters of the district was called March 25, and school officers elected.

The statute requires ten days' notice of said meeting to be given by the township clerk of each township, of the time and place of the meeting of the inspectors, by posting the same in three public places in the township, one of which must be in each of the districts to be affected by such alteration. C. L., sec. 4653.

The clerk of Zeeland township filed an unsworn statement that he posted the notices in three places. There is nothing in the statement made by him to indicate that these were public places. He stated that he posted one "at or near schoolhouse district No. 4 of Zeeland and Blendon; one at the place of P. Van Celderen, and one at the place of C. DeJongh." Another clerk returned that he posted one notice "near J. Wonninck, and one near residence of Welleweerd." These affidavits of posting contain nothing to show that these places were public places. It may not be essential to state that the places are public ones, but the description thereof must be such as to indicate that they were public places. These statements of posting might be entirely true and yet be posted in such

manner and in such places as to entirely deceive the public and to be no compliance with the statute.

Neither of the clerks of Blendon and Olive townships stated in his return that one of such notices was posted in the school district to be affected by the change.

The posting of such notices and the proof thereof are essential to confer jurisdiction upon the boards of inspectors. Unless they have such proof before them, they act without jurisdiction, and their action is void. Graves vs. School Inspectors, 102 Mich., 634, and authorities there cited.

It is urged that the writ of certiorari is not the proper remedy, citing Fractional School District No. 1, etc. vs. Joint Board of School Inspectors, etc., 27 Mich., 3; Jaquith vs. Hale, 31 id., 430; Parman vs. School Inspectors, 49 id., 63; People vs. Cartland, 75 id., 143; Perrizo vs. Kesler, 93 id., 280.

Those cases do not control this. In most of those cases the writ was quashed because of delay in commencing proceedings or failing to prosecute them. Meanwhile the districts had proceeded to complete their organizations and had incurred expenses. In Jaquith vs. Hale, proceeding was brought against the assessor of the school district to review errors, if any there were, to be found in the action of the township authorities. It was held that the remedy was unsuited to the case.

In this case the relator moved with promptness. He notified the board at its first meeting, March 25, that the proceedings were illegal, and he proposed to take steps to test it. The proceeding was commenced within forty-two days. Meanwhile no expenses had been incurred, and no one can be injured by the application of this remedy.

This case is controlled by Gentle vs. Inspectors, 73 Mich., 41; Board vs. School Inspectors, 63 id., 611; Graves vs. School Inspectors, 102 id., 634.

Judgment affirmed. The other justices concurred.

ATTORNEY GENERAL, EX REL. KIES ET AL. VS. LOWREY ET AL.

(Opinion filed November 18, 1902.)

LOCAL ACT 315 OF 1901 CONSTRUED—LOCAL SELF GOVERNMENT—MUNICIPAL CORPORATIONS—CONSTITUTIONAL LAW—SCHOOL DISTRICTS—APPOINTMENT OF SCHOOL OFFICERS BY LEGISLATURE—POWER OF LEGISLATURE TO CHANGE SCHOOL DISTRICTS.

Local Act No. 315 of 1901, providing for the incorporation of the public schools of the village of Jerome, fixing the boundaries of the district, providing for the election of trustees, and the distribution of the territory of the disorganized districts, is unconstitutional only to the extent that provision is made for the appointment of officers by the legislature.

Municipal corporations exist through the action or acquiescence of the state, and are subject to regulation and control by the state, except as qualified by the provisions of the United States constitution; and such limitation by the United States constitution applies only to interests in the nature of private rights which such corporations enjoy.

Counties, townships, school districts and highway districts are quasi corporations; as such they are governmental agencies and perform such functions as may be imposed on them by the state, and the legislature has the power to add to or take from them such functions.

A school district is a state agency of legislative creation, provided for in obedience to a constitutional requirement. The property of a school district is in no sense private property, but is public property devoted to the purposes of the state for the general good.

Unless specially restrained by the constitution the legislature has authority to change the boundaries of counties, townships and school districts, and such authority does not involve the obligation to reimburse the portion deprived of the use of public property.

The legislature may attach territory to a school district; and the fact that township school inspectors are directed by the legislature to attach property to a district does not "appoint" such inspectors within the case of Moreland vs. Millen, 126 Mich., 382, 8 D. L. N. 50.

Held that the title of Local Act No. 315 of 1901 does not indicate more than one purpose, and that the act is not broader than the title.

Error to the Circuit Court for Hillsdale County, Guy M. Chester, Judge.

Quo warranto proceedings instituted by Horace M. Oren, Attorney General, ex rel. L. E. Kies et al., against Thomas J. Lowry, et al., trustees and officers of the public schools of the village of Jerome. From the judgment of ouster relators appeal. Affirmed in part and reversed in part.

Lyon & McIntyre for relators and appellees.

F. H. Stone and W. J. Sampson for respondents and appellants. (H. B. Graves of counsel.)

HOOKER, C. J. At its 1901 session, the Legislature passed Local Act No. 315, entitled:

"An Act to incorporate the Public Schools of the Village of Jerome, Hillsdale County, Michigan; define the boundaries thereof; provide for the election of trustees and fix their powers and duties; and provide for the distribution of the territory of the disorganized districts."

By this act it sought to incorporate in one union and graded school district, lands described in the bill, which had previously been divided between several primary school districts. It named the persons who should constitute the first board of trustees, and provided for the distribution of long and short terms between them, by lot, their successors to be elected by the electors of the district, shortly before the expiration of their respective terms.

It provided that the primary and graded school law should apply to this district, and it may be said in a general way, that it gave to the new district the property within its limits, which had belonged to the respective districts from which it was created. It also required the new district to assume and pay the outstanding debts and obligations of the old districts.

The new district did not include all of the lands comprised in the several districts from which it was organized, and the act provided that within thirty days after the act should take effect, the board of school inspectors of the township of Somerset should meet and attach to other school districts, the portions of the several districts not included in the new.

This proceeding is in the nature of a quo warranto against the persons constituting the board, to inquire into their right to exercise and enjoy the office of trustee of said new district, which they were doing at the time the proceeding was instituted, in the effort to carry out the provisions of the act. It was commenced in October, 1901, and it cannot be said to have been unreasonably delayed.

Counsel for relator attacks the validity of this legislation. Their brief states the points thus:

First. It deprives this school district or municipality of the right of local self government, guaranteed to all municipalities by the constitution.

Second. The title to the act indicates and the act itself embraces more than one object.

Third. The act is broader than the title, the body of the act embraces many objects not covered by the title.

Fourth. The act as passed impairs the obligation of contracts, within the meaning of the constitution of the United States and the constitution of the state of Michigan.

1. Does this act impair the right of local self-government?

Cases have, of late, been frequent where legislation has been said to impair this right of local self-government, and it would seem that different views are entertained by counsel and by the public, as to the character and extent of this alleged right. It may therefore be profitable to consider briefly what it is, whence it is derived, and whether it has limitations upon it, or is itself a limitation upon the authority of the state.

It is often alluded to under the name of "Home Rule." As descriptive of a policy, Home Rule is a significant and appropriate term, but as descriptive of a right it is indefinite, for it is co-extensive with the right of local regulation or control, and its extent must always be tested by the constitution.

The state, consisting of its electors, has absolute political power, except as limited by the Federal constitution.

Until the electors have adopted a constitution there is no public corporation either municipal or quasi municipal that can resist the authority of the state,

which has power to create both, and to destroy them, and to make governmental agencies of them.

It is not necessary to discuss municipal corporations proper, because we are not dealing with one, so we may pass them with the suggestion that under repeated decisions, they exist through the action or acquiescence of the state, are subject to regulation and control by the state, except as qualified by the provisions of the United States constitution, and this has application to interests in the nature of private rights only, which such corporations have and enjoy.

The quasi corporations are radically different. They consist of counties, townships, school districts, highway districts, etc. They are governmental agencies, and it is to say the least, doubtful if they are in any respect anything else, or have any rights that can be called private. They perform many functions, but these are for, and about the business and policies of the state, which has imposed upon them the responsibilities and expense of maintaining highways, schools, drains, bridges, etc. This may be called a right, or an obligation, according to the views of the citizen who is taxed locally for the several purposes, but whatever it is called, it depends upon the constitution or law of the state, and otherwise would not exist. If upon the constitution, the legislature has not the power to change it, but if upon an act of the legislature, it is so subject to change.

There is danger of confusing rights derived from these different sources, and it is possible to erroneously conclude that any apparent injustice in legislation is an invasion of local rights of self-government and therefore invalid, when that can be truly said only of such as invade constitutional rights of self-government.

The school district is a state agency. Moreover, it is of legislative creation. It is true that it was provided for in obedience to a constitutional requirement, and whatever we may think of the right of the district to administer in a local way the affairs of the district under the constitution, we cannot doubt that such management must be in conformity to the provisions of such laws of a general character as may from time to time be passed, and that the property of the district is in no sense private property, but is public property devoted to the purposes of the state, for the general good, just as almshouses and court houses are, although confided to local management, and applied to uses which are in a sense, local, though in another sense general.

We insert here from counsel's brief, the alleged infringements upon local rights upon which reliance is placed.

(a) The act names and appoints for definite terms (not provisionally) the officers of this municipality.

(b) It fixes definitely the site of the central school building for said district and the uses to be made of said building, and does not allow the resident taxpayers and voters any voice in the matter.

(c) It gives arbitrary power to a board appointed by legislative enactment (and to no other) to confiscate the property of the old districts and fixes definitely what is to be done with this property, thus depriving the resident taxpayers and voters of all voice in the matter.

(d) It fixes definitely what shall be done with the property of the old districts, and the uses to which it shall be put, and leaves absolutely no discretion in the local authorities nor in the trustees of said district.

(e) It fixes definitely what shall be done with the territory of the old districts, not included in the new district, and appoints by legislative enactment the officers that are to make the disposition of this territory.

(f) It appoints by legislative enactment a board of school inspectors for this district, which are constitutional officers, and deprives the local taxpayers and voters of all voice in the matter.

Among the above points our attention is naturally attracted to "c," wherein it is stated that the territory excluded is deprived of any share of the public property.

It does not seem to be denied that the legislature may change the boundaries of districts. That has been too often done to admit of question. Numerous school districts have lost territory through city charters, and the case of Keweenaw Association vs. School Dist. No. 1, 98 Mich., 437, is conclusive upon the point. See also Perrixo vs. Kessler, 93 Mich., 280, and Pingree vs. Board, 99 Mich., 408.

The authority of the legislature to change the boundaries of counties, townships and school districts, does not necessarily involve the obligation to reimburse the portion deprived of the use of the public property. Frequently such laws contain provisions for the purpose, but it is not necessary. The property is pu[illegible]

property, held and used for the purposes of the state, which may, in the absence of constitutional prohibition, make such disposition of it as it sees fit. Mr. Dillon, in his work on Mun. Corp., No. 126, in discussing the enlargement of boundaries states the general rule:

Not only may the Legislature originally fix the limits of the corporation, but it may, unless specially restrained in the constitution, subsequently annex, or authorize the annexation of, contiguous or other territory, and this without the consent, and even against the remonstrance of the majority of the persons residing in the corporation or on the annexed territory. And it is no constitutional objection to the exercise of this power of compulsory annexation that the property thus brought within the corporate limits will be subject to taxation to discharge a pre-existing municipal indebtedness, since this is a matter which, in the absence of special constitutional restricton, belongs wholly to the legislature to determine.

A copious note fully vindicates the text.

Again, Sec. 127, he says:

In connection with the power of the legislature to create municipal corporations and to determine their territorial extent, reference may be made to the division of towns or public corporations by legislative act or authority. There is no restriction on the general power, unless it be found in the Constitution of the state. In case of division, the legislature may, as we have already seen, apportion the burden between the two, and determine the proportion to be borne by each. In Connecticut, "the legislature," says the Supreme Court, "have immemorially exercised the power of dividing towns at its pleasure, and upon such division, apportioning the common property and common burdens in such a manner as to it shall seem reasonable and equitable." Accordingly, it may impose in one town, upon such division, the entire expense of erecting and maintaining a bridge across a river which is the dividing line between the two towns.

And again in Sec. 128:

So it has been frequently held that if a new corporation is created out of the territory of an old corporation or if part of its territory or inhabitants is annexed to another corporation, unless some provision is made in the act respecting the property and existing liabilities of the old corporation, the latter will be entitled to all the property, and be solely answerable for all the liabilities.

In farther elucidation of this we quote Sec. 129:

But upon the division of the old corporation, and the creation of a new corporation out of part of its inhabitants and territory, or upon the annexation of part to another corporation, the legislature may provide an equitable appropriation or division of the property, and impose upon the new corporation, or upon the people and territory, thus disannexed, the obligation to pay an equitable proportion of the corporate debts. The charters and constituent acts of public and municipal corporations are not, as we have before seen, contracts, and they may be changed at the pleasure of the legislature, subject only to the restraints of special constitutional provisions, if any there be. And it is an ordinary exercise of the legislative dominion over such corporations to provide for their enlargement or division; and, incidental to this, to apportion their property and to direct the manner in which their debts or liabilities shall be met, and by whom. The opinion has been expressed that the partition of the property must be made at the time of the division of, or change in, the corporation, since otherwise the old corporation becomes, under the rule just before stated, the sole owner of the property, and hence cannot be deprived of it by a subsequent act of the legislature. But, in the absence of special constitutional limitations upon the legislature, this view cannot, perhaps, be maintained, as it is inconsistent with the necessary supremacy of the legislature over all its corporate and incorporate bodies, divisions, and parts, and with several well-considered adjudications.

See also Springwells vs. Wayne Co. Treas., 58 Mich., 240, which impliedly recognizes this rule. See also Perrizo vs. Kessler, supra, where Morse, C. J., explicitly concedes this power to the legislature in a school district case.

Whatever we may think of the justice of this act (and we cannot say that the situation was not fully known and discussed by the legislature) we cannot doubt the legislative authority to change these districts and provide for the disposal of their property and payment of their debts, as was done in this case.

The law is said to fix the site of a school building. This is not usual, but we are not convinced that it is beyond the power of the legislature to locate its schoolhouses, court houses and almshouses. No authority is cited to the contrary, and without deciding the question we may say that the sites alluded to had already been

located and one built upon by the districts. In saying that these should be deemed to be respectively a schoolhouse site and the central schoolhouse for the new district, the legislature, if it had not the power to fix beyond revocation such sites, can easily be held to have made a provision which was directory merely, and whatever we may think of their power in the premises, no one would claim that it was designed to forbid future action by the board, and we might safely eliminate the provision if necessary to sustain the act in accordance with a common and well understood rule.

But it is said that some of the territory was left out of the new district, and that the legislature fixed definitely what should be done with it, and appointed the officers who should attach it to new districts.

If this opinion is correct upon the first point discussed, it cannot be doubted that the legislature might iself have attached this territory to specific districts. This it did not do, but attempted to confide the subject to the township school inspectors. This was the board authorized to deal with such questions, and had been elected by the township for such purposes. This cannot be said to be an appointment by the legislature within the case of Moreland vs. Millen, 126 Mich., 382.

The further objection is made upon the ground that the officers were named by the legislature, and their terms fixed at one, two and three years respectively. We understand that four of these have been superseded by successors duly elected, presumably two still hold their offices, and if the legislature had not the power to appoint them, the district should have filled them under the general law.

We are of the opinion that the constitution refers to school districts, as they existed under our previous constitution and laws, and that it was expected that they would be managed by local officers, and therefore, that the rule laid down in Moreland vs. Millen, applies as to officers.

The officers were named by the legislature for unnecessarily long terms, even if it be supposed that the appointments were intended to be provisional. Under the general law the offices might have been filled, and may be yet. We understand from counsel, although the record does not appear to so state, that only four of the respondents do not now hold under such appointment, if they are still acting as officers. The other two unlawfully hold the office, but we have no means of telling which ones of the six they are. Perhaps this is not important as the attack seems aimed at the legislature rather than the appointees.

The other two points need little discussion. We have so often discussed titles to acts, that the law is pretty well understood, and we therefore content ourselves with saying that in our opinion this title does not indicate more than one purpose, which is to give school facilities to all of the territory mentioned, under changed conditions. Nor do we think the act broader than the title.

We have already shown that the obligation of contracts is not impaired. The districts did not hold this property under any contract with the state, but as a public agency.

The judgment of ouster should be affirmed as to such officers as now hold under the legislative appointment, if there be any thus holding.

As to others, if any, it will be reversed. Neither party will recover costs.

Long, J. did not sit. Montgomery, J. concurred with Hooker, C. J., Moore, J. Because of the decision in Moreland vs. Millen I concur in the result.

JONES vs. CODY.

(Opinion filed December 16, 1902.)

PUBLIC SCHOOLS—RULES—CONTROL OF TEACHERS OVER PUPILS AFTER SCHOOL IS DISMISSED.

The special act of the legislature of 1869 placing the schools under the control of the board of education gives the board power to make and enforce a rule that "pupils are required to go directly to their homes at the close of school at noon and night unless required by their teachers to remain," and no trader or merchant has the constitutional right to have children remain in his place of business in order that they may spend money there, while they are on their way to and from school.

Error to the Circuit Court for Wayne County, Flavius L. Brooke, Judge.

Action by John P. and Catherine Jones against Frederick Cody. Defendant had verdict. Plaintiff brings error. Affirmed.

James H. Pound for plaintiffs and appellants.

Arthur Webster for defendant and appellee.

Defendant's counsel has made a clear statement, which we have verified and find correct.

The plaintiffs are the owners of a small confectionery store situated opposite the Webster school, one of the public schools of the city of Detroit. Mrs. Jones had full charge of the business. The defendant was principal of the school. The schools are under the control of the board of education, which derives its power from a special act of the legislature.

Section 8 of the act gives the board "authority to make by-laws and ordinances . . . relative to the employment and examination of teachers, their powers and duties; relative to the regulation of schools and the books to be used therein; . . . relative to anything whatever that may advance the interests of education, the good government and prosperity of the free schools in said city, and the welfare of the public concerning the same."

This controversy arises over the enforcement of Rule 87, subdivision (c), which provides that "pupils are required to go directly to their homes at the close of school at noon and night, unless required or specially permitted by their teachers to remain." This has been a rule of the board for many years. In the fall and winter of 1899 the defendant had not required a strict compliance with this rule. It was his habit, after the various rooms had been dismissed at noon and night, to go around straightening up his affairs inside the school building. He then went to the principal's room, got his coat and hat and started for home. This occupied about ten minutes after the pupils had been dismissed. In passing out of the school block, if he noticed any of the boys loitering in the streets he told them to go home, and if they were in the stores he stepped to the door, or inside, and said, "Come, boys, your time is up; you must go on home."

Plaintiffs found no fault with the rule or method of enforcement until January 10, 1900. On that date the principal, seeing some of the boys in plaintiff's store, stepped inside, as had been his custom, to send them on their way home. He was then informed by Mrs. Jones that she did not wish him to come into her place of business to order the boys out, and he at once informed her that if not allowed to enforce the rule in the manner he was enforcing it, he would be obliged to enforce it strictly and require the pupils to go directly to their homes at the close of school sessions.

In the interval between January 10, and February 14, 1900, the trouble was brought to the notice of the superintendent of schools, and also the Committee of the Board on Teachers and Schools. Mrs. Jones made a complaint in person to the superintendent and wrote a letter and called upon Mr. Love, the chairman of the committee. Mr. Cody went to the superintendent for instructions and later appeared before the committee. From both the superintendent and the committee he received instructions to enforce the rule, and accordingly, on February 14, 1900, he had the teachers read the rule to the pupils in the various rooms of the school. It is this action in enforcing the rule strictly in accordance with its terms of which plaintiff makes complaint. She says her trade, which amounts to five or six dollars per day, "fell off right away" and because, as she claims, the enforcement of this rule of the board lessened her trade with the scholars, she brings this action against the defendant, who was carrying out the instructions of his superiors.

The court directed a verdict for the defendant.

GRANT, J. No malice is alleged in the declaration, and none shown by the proofs The assertion of plaintiff's counsel that defendant acted malo animo has not even a shadow for a basis. No fault is, or can be, found with the manner in which the defendant enforced the rule. Plaintiffs made no objection to defendant's method until Mrs. Jones requested him not to enter her store to notify the pupils to go home. He then ceased doing this and, by the direction of the committee, caused the rule to be read to the pupils in all the school rooms. This action was commendable, and obedience on the part of the pupils was equally commendable. The rule and the method of enforcing it are reasonable, unless it be the law that those in control of our public schools have no jurisdiction over pupils outside of the schoolhouse yard. It is not only the legal right, but the moral duty of the school authorities, to require children to go directly from school to their homes. All parents,

who have a proper regard for the welfare of their children, desire it. The state makes it compulsory upon parents to send their children to school, and punishes them for failure to do so. The least that the state can in reason do is to throw every safeguard possible around the children, who in obedience to the law are attending school. The dangers to which children are exposed upon the streets of cities are matters of common knowledge. Humanity and the welfare of the country demand that a most watchful safeguard should so far as possible accompany children, when required, or allowed, to be on the streets. Parents have a right to understand that their children will be promptly sent home after school, and to believe that something untoward has happened when they do not return in time. In no other way can parents and teachers act in harmony to protect children from bad influences, bad companionship, and bad morals. No trader or merchant has the constitutional right to have children remain in his place of business in order that they may spend money there, while they are on their way to and from school. The liberty of neither the children nor parent nor trader is at all unlawfully restrained by this rule and its reasonable enforcement. The rule does not interfere with the right of the parent to send his child upon an errand, to a store or other reputable place or to the home of a relative or friend to visit. Neither does it restrict the authority of parents over their children.

This action on the part of the school board of the city of Detroit, and its teachers is fully sustained by the authorities: Lander vs. Seaver, 32 Vt., 120; Deskins vs. Gose, 85 Mo., 485; Sherman vs. Charlestown, 8 Cush., 160; Mechem on Pub. Officers, Sec. 730.

Judgment is affirmed. The other justices concurred.

HUEBNER vs. NIMS ET AL.

(Opinion filed April 7, 1903.)

SECTIONS 10743 TO 10745 C. L. CONSTRUED—MINISTERIAL ACT OF SCHOOL BOARD IN REQUIRING BOND.

Sections 10743 to 10745 C. L. require where a schoolhouse is to be built the board shall require a bond for the payment by the contractor, of the labor and materials.

HELD: That the action of the board in requiring a bond is a ministerial act involving no judicial functions, and where the board in good faith require a bond, believing the security to be ample, there is no liability against the members of the board.

Error to the Circuit Court for the County of Huron, Watson Beach, Judge.

Action by Julius J. Huebner against Charles S. Nims et al. Defendants had verdict. Plaintiff brings error. Affirmed.

James D. May and Robert T. Speed for plaintiff and appellant.

Charles L. Hall and John F. Murphy for defendants and appellees.

MOORE, J. This is an action brought by plaintiff against the five defendants as individuals, to recover $1,361.67, the balance claimed to be due him from the firm of Ballman and Wellman, who were the contractors for building a schoolhouse. The defendants were the five trustees of the school district. The judge directed a verdict for defendants. The case is brought here by writ of error.

It is claimed that the defendants are liable because they failed to take a bond or bonds with adequate sureties for the protection of the material men as required by C. L., Secs. 10743 to 10745. It is not claimed that the bonds were not for a proper amount, or in proper form, but it is claimed the sureties were non-residents of the state, and that the trustees had such knowledge of their not having any property in the state, that they ought not to have accepted the bonds, and are personally liable to the material men, citing Wells vs. Board of Education, 78 Mich., and other cases, and that their good faith in taking the bonds would not relieve them from liability.

Plaintiff's claim is made up of balance of $672.12, for materials and factory work furnished by him, and a claim of $685.55 for materials furnished by the Detroit Lumber Company, which claim was assigned to him.

The record discloses that on or before March 10, 1900, the school board let the con-

tract to Ballman and Wellman for the construction of the schoolhouse. Before the contract was signed the contractors were required to give bonds. These bonds were executed by Ballman and Wellman as principals, and by John Jay and Charles Baxter as sureties, before Mr. Eugene Clarkson, a notary public, and attorney at law, at Detroit, Michigan, on March 10th, 1900, the sureties justifying under oath that they resided in Windsor, Ontario, but owned property in the County of Wayne, Michigan, sufficient to fully cover the amount of the bonds. After being so executed the bonds were mailed to the board of trustees at Harbor Beach for their approval. The trustees before taking action on the bonds, sent Matthew D. Wagner, the director of the district, to investigate the matter. He went to Port Huron and called on the architect of the building, and together they went to the office of a lawyer of that city, who had drawn the contracts and bonds. A question was raised between Mr. Wagner and the lawyer as to whether the sureties owning property, as they had sworn, in the county of Wayne, made the bond signed by them a valid bond, though they were not residents of the state. Mr. Wagner was advised that as the sureties had qualified that they had property in the county of Wayne that though they lived in Canada their bonds were perfectly good, and the board would only do its duty by accepting them. Mr. Wagner then saw the lawyer before whom the bonds were signed and was assured by him that the bonds were executed before him and that the sureties justified before him as stated in the bond.

Mr. Wagner upon his return to Harbor Beach reported to the board what he had learned, and advised the board that he thought it safe to accept the bonds. The board voted to do so, and March 15th signed the contract, and sent a copy of it to the contractors. On the 16th of March Mr. Wagner wrote the sureties in the name of the school district, directing his letter to them at Windsor, calling their attention to the fact that it had the two bonds, and that it had been assured by Mr. Clarkson, the notary public, that the sureties affirmed they owned "unencumbered property in Wayne county, to the value of the bonds, so we have accepted you as bondsmen. Is Mr. Clarkson's understanding of the matter correct?"

The contractors entered upon their work on the 19th of March. Mr. Baxter replied to the letter of March 16th, under date of March 20th, saying the notary had made a mistake "as I have no property in Wayne County, but have property to the value in Windsor, Canada." The bonds and contract were pasted in a book and the letter of March 20th was pasted under them in the same book. Sometime the last of June or early in July the plaintiff made investigation into the financial standing of the contractors; at this time he had furnished about $600 worth of materials and work and had been paid about three hundred dollars. Afterwards payments were made to him amounting to about eleven hundred dollars. He had an interview with the architect at Port Huron, who suggested to him he had better go to Harbor Beach and look the papers over and satisfy himself as to the responsibility of the contractors. He went to Harbor Beach and the book in which the contracts and bonds and Mr. Baxter's letter were pasted, was given to him by Mr. Wagner, and he made such examination of them as he desired. He admitted on the trial that he saw the bonds and the contract, but claimed he did not look over any other papers on that page.

At the time this suit was brought, the school district had paid the contractors all but about thirty dollars of the contract price. The plaintiff had not attempted to collect the balance due him from the contractors or from the makers of the bond.

The first question to be decided is, are the defendants liable because of a failure to comply with the statute in taking the bonds which were taken by them? The cases cited by plaintiff of Owen vs. Hill, 67 Mich., 43; Plummer vs. Kennedy, 72 id., 295; Wells vs. Board of Education, 78 id., 260, and Weinberg vs. Regents, 97 id., 246, were all cases where no bond in fact was given. In the case before us the board of trustees undertook to comply with the provisions of the statute and before accepting the bonds sought counsel as to their duty. It was not until after the bonds had been accepted and the contract signed, that the board learned from one of the sureties his property was not in this state, but in Windsor, he at the same time saying he had property of the requisite value in Windsor.

The record is clear, we think, that the board acted in good faith, meaning to comply with the provisions of the law. In Owen vs. Hill, 67 Mich., 43, Justice Champlin, who wrote the opinion in which it was held the trustees would be liable for not taking the bond required by the statute, used the following language:

"The mere act of requiring a bond is a ministerial act involving no discretion and consequently no judicial functions. In addition to requiring the bond the law

requires that they shall fix the amount in which the bond shall be given, and second they shall pass upon the sufficiency of the sureties. These two requirements doubtless involve in a limited measure the exercise of judicial functions. I do not think these functions are so connected with the ministerial duty of requiring the bond as to be inseparable, nor do I think that the performance of one involves the exercise of the other. In neglecting to require a bond at all, the board neglected the performance of a plain ministerial duty imposed by statute and it is well settled that when the law casts any duty upon a person which he refuses or fails to perform, he is answerable in damages to those whom his refusal or failure injures." . . .

"But whether the whole transaction of requiring the bond and its approval be looked upon as involving the exercise of judicial functions, I am still of the opinion that defendants would be liable for an entire neglect to attempt the performance of the duty required by statute. It is a general principle that courts or officers exercising judicial functions shall not be held liable for any error of judgment. There is a distinction, however, between cases where parties invested with discretionary authority exercise it to the injury of an individual, and where they neglect to exercise it at all."

This indicates very clearly that while the board might be liable for neglect to act at all, that if they had in good faith attempted to comply with the statute, there would be no liability. There is no safety in any other rule. It is for the board to determine the amount for which the bond shall be given, and the sufficiency of the sureties. In deciding these essentials it is acting at least quasi judicially, and for an error of judgment its members are not to be mulcted in damages. In Reed vs. Conway, 20 Mo., 22, it is said:

"I do not think it necessary to cite further authorities to support the general proposition I laid down, viz.: That where a ministerial officer does an act as a judge, or does a judicial act, which is within his power and jurisdiction, then, although an injury may arise to another, yet such officer is not liable to a civil action by the injured party, unless it be proved that the act was wilful and malicious. The cases from Denio go further, and exempt such officer thus acting from all liability to civil action, however malicious or corrupt his motives. Without agreeing to or dissenting from the views of the court in the two cases last cited, the authority of the highest courts in England and our country, will bear out the proposition that the ministerial officer, acting judicially within his jurisdicton, is not liable, unless his acts be wilful and malicious."

See the many cases cited therein, also Edward vs. Ferguson, 73 id., 686; Chamberlin vs. Clayton, 56 Ia., 331, and cases there cited. Having reached this conclusion it is not necessary to say whether defendants are relieved from liability because the plaintiff before furnishing the material and doing the factory work for which he sues, knew what bond had been taken and who the sureties were, and that they were non-residents of the state. Nor is it necessary for us to decide whether plaintiff was bound to make an effort to collect his claim against the principal contractors, before bringing this suit.

Judgment is affirmed. The other justices concurred.

PAMPHLETS ISSUED DURING THE YEAR.

SCHOOL GROUNDS AND SCHOOLHOUSE ARCHITECTURE.

INSTITUTE OUTLINE.

PIONEER DAY PROGRAM.

SCHOOL YARDS AND SCHOOLHOUSE ARCHITECTURE.

In the report of this Department for 1894, a somewhat detailed statement was made in regard to school architecture. The many inquiries received during the past year indicate that there is a growing interest in these matters, and to assist in improving our schools along sanitary and architectural lines the following suggestions, plans, and sketches have been prepared. In doing this we have kept in mind the fact that expensive buildings and decorations are not needed; that we need serviceable buildings, and the least expense commensurate with the healthful development of our children.

It is impossible to furnish detailed plans to cover every possible case, and we shall confine the work almost entirely to rural school conditions.

SCHOOL SITE.

In selecting a site, the size, soil, drainage, elevation and convenience of approach should be considered. No school site ought to contain less than one acre, and two acres is none too large. The soil should be dry and porous and if not naturally, should be artificially drained. The frontage should be about two-thirds of the depth of the lot. The site selected should be the brightest, most healthful, and most beautiful spot to be found near the center of the district. Natural beauty of surrounding should be secured if possible. A community cannot afford to sacrifice quality of soil, sightliness, elevation, and drainage to the single item of central location. The site should be elevated but not on a bleak hill, the lot highest where the school building is located and gently sloping away from it. The house should be back of the center of the lot with the playground in the front, or it may be in front of the center with the playground in the rear. The best place for the wood house is in the rear of the schoolhouse, or at the side as circumstances permit. No trees should be within fifty feet of the school building. The area at the sides of the building should be reserved for flower gardens, and a row of trees be planted around the lot.

WATER SUPPLY.

Our law now requires that the school board shall provide a water supply. They may rent the use of a well at some adjacent farmhouse, or put down a bored well. No open well should be permitted on the school grounds.

OUTBUILDINGS.

For rural schools the outbuildings should be located in the rear corners of the lot and never side by side. For the average school they should not be more than six feet square and seven and one-half feet high and should be thoroughly sand painted inside and outside, and enclosed by a tight board fence seven feet high. The vault may be of cement or brick and open at the rear for convenience in cleaning. Proper urinals should be provided in the boys' closet. The vault and urinals should be thoroughly cleaned at least twice each year and thoroughly dusted with dry coal ashes and chloride of lime. It is the duty of the director to attend to this matter.

SCHOOL BUILDING.

The foundation walls should be of stone laid in cement with ventilators on each of the four sides when there is no basement; these ventilators may be three inch tile extending through the wall.

The walls should extend three feet above ground. In every case it would be highly advisable to have a basement under the entire building which may be partitioned for a furnace room, a workshop and kitchen. A single manual training outfit, costing from fifteen to twenty-five dollars, ought to be placed in the workshop, where the boys may learn the use of the common tools and often make apparatus for use in the school. A cook stove and a few kitchen utensils will give the teacher and the girls an opportunity for cooking warm dinners and gaining some wholesome lessons in domestic economy. This is practical education and can be secured at very small cost. The remainder of the room may be used for a playroom on stormy days. A table on which lunches may be spread should be built on one side of the playroom. This basement should be eight feet high, floored with cement. It would be an excellent plan to build in the walls of the schoolroom cupboards or cases with glass doors for books, specimens of various kinds, pioneer relics, and apparatus.

The exterior of the building should be simple in construction and without unnecessary ornamentation.

COLOR OF EXTERIOR.

It would not be advisable to have all buildings of the same color. I would suggest the following:

The colonial style—light yellow with white trimmings; gray tints with dark trimmings; light yellow with dark green trimmings; plain white with green blinds.

SIZE OF SCHOOLROOM.

In general the width should be two-thirds or three-fourths of the length. A room 24x32 should be twelve feet high. Generally the height of a schoolroom should be more than eleven feet and less than fifteen feet.

The floor area should be sufficient to give each child not less than twenty-five square feet of surface, and he should have not less than 300 cubic feet of space.

The teacher's desk should be at the side of the room which is not provided with windows.

WINDOWS.

All things considered, it is best to have a schoolhouse face the south or west. In this way the windows may be on the east and north, or west and north sides, thus avoiding the glare of sunlight. The windows should be provided with opaque shades of a color to harmonize with the finish of the room. The windows should be grouped close together to avoid cross lights, and so far as possible be placed in the wall at the left of the pupils when seated. The rear window on this side should be near the rear wall and the front window opposite the front desks. The windows should extend to the ceiling and down to a level with the pupils' eyes when seated. There may be windows in the rear wall or in side wall when necessary.

The area of glass in a schoolroom should be equal to one-fifth of the floor space; i. e., if the room is 24x32 there are 768 square feet in the floor, and there should be 153 square feet of glass in windows. Four windows seven and one-half or eight feet long, and three feet wide should be grouped in the side wall; and three of the same size in the rear, or four on the opposite side when it is deemed best to have the windows in the side walls. No windows should be placed where children must face them when seated at their desks.

BLACKBOARDS.

It is preferable to have all blackboards of slate, at least forty-two inches wide and placed on all the walls where there are no windows. In rural schoolhouses the lower edge of the board should be within twenty-eight inches of the floor. In grammar and high schoolrooms it should be about three feet from the floor.

FLOORS.

These should be of hardwood, maple, narrow-sawed, preferred. All floors should be double, and deadened by placing building paper or other material between.

DESKS.

Single adjustable desks should be furnished in all schoolrooms. The seat and back of desk should fit the child's body and permit the feet to touch squarely on the floor. Seats of the same size should be placed in the same row with aisles from thirty inches to three feet in width.

At least three sizes of desks are needed in every rural schoolroom. No. 2 for the older pupils, No. 3 for intermediate and No. 5 for the young children. The desks for small children should be so placed that the edge of the desk in front of the child is nine inches from the back of his seat. For intermediate grades this space should be ten to eleven inches, and for higher grades twelve to thirteen inches. In the average schoolroom light-colored desks are preferable, as they harmonize easier with other furnishings. The cherry, or dark-colored desks should be used only in rooms that are very light.

VENTILATION.

In single room school buildings, a simple and effective mode of supplying fresh air is to have an air-tight galvanized iron, or other metallic conduit, extending from the outer air, where its openings are covered with strong wire netting, through foundation walls under the floor to beneath the stove, then up through the floor, closely connecting with the galvanized iron, or zinc jacket, surrounding the stove except for the fuel and draft entrances.

This fresh air conduit should be large enough to supply 2,000 cubic feet of air per hour to each occupant of the room, when the natural movement of the air is less rapid, that is when the temperature of the outdoor air is only about ten degrees lower than that of the indoor air. The sizes of the flues for the supply of fresh air and the removal of vitiated air should be about the same, and should be determined by the number of persons who will occupy the room, and not by the cubical contents or floor space of the room. The minimum floor space of 25 sq. ft. should be provided for each occupant. A room 24x32 ft. should accommodate about thirty persons; and according to the standard just given, they would require a total of 62,000 cubic feet of fresh air per hour. These figures are in accordance with the plans of our best architects and health officers, but in a rural schoolroom, where the doors are frequently open and stand open during intermissions, a larger number of pupils can be safely seated in a room of the size indicated. Assuming the height of the ventilating shaft for this room, measured from the floor level of the room to the top of the shaft above roof to be 25 feet, the fresh air and ventilating flues should be about 30 inches in diameter, if circular, or 35 inches square.

The ventilating shaft must be warmed in order to be of much value, and for this reason it should be built in connection with the chimney. The smoke flue may be made of tile placed inside the ventilating shaft, or it may be built at one side, a thin partition between. The ventilating shaft should open into the room at the floor by a register. If possible the opening from the shaft into the room should be made larger than the inside measurement of the shaft, that is, from the shaft to the interior of the wall, the surface should slant outward, so that a register built in the wall is one-third larger than the area of the shaft, the register being thus wider than the shaft, and should not be over 16 inches in width up and down. No register should be wider than this, because we desire to remove the lowest stratum of air, which is the coldest and most likely to obtain objectionable dust. In many localities, it would be just as cheap and much more effective to have a furnace instead of a stove, and in this case the ventilating shafts may be built the same as indicated above.

INTERIORS.

In single room buildings the halls should be at least eight feet square and hallways in two or three-room buildings should be sufficiently wide to admit two files of marching students. The wardrobes should be large enough to allow a separate hook for the wraps of each child. These rooms should be well ventilated, and warmed in the winter.

The stairs should be from five to seven feet wide, according to the number of children and number of rooms. The risers not less than five

nor more than seven inches high, and the treads twelve inches wide. There should be as few turns as possible and the staircase should be so arranged as to permit a teacher to command it from one position.

In many instances we have fine looking school buildings on the outside but when we go within we find improper lighting, no ventilation, poor heating facilities, and no attempt at wall decoration.

The exterior should be as attractive as the means of the community will warrant, but it is much more important that attention be given to proper interior conditions.

All woodwork should be plain so as to afford the least possible opportunity for accumulation of dust. The doors, wainscoting, and other wood work should be of oak, birch or hard pine, finished in the natural color. The wood should be "filled" and varnished, then rubbed to remove the shiny surface.

COLORS FOR INTERIOR.

A pleasing interior depends more upon the coloring than upon any other single feature. The floor should be the darkest surface in the room, except the blackboards; and the wainscoting, if it must be painted, should be several shades lighter than the floor. A good color for the wainscoting is produced by putting a small amount of raw sienna and chrome yellow with white paint, thus giving what painters call "cream white." The mouldings and finishing board of wainscoting should be darker or a light brown.

The wall spaces not occupied by blackboard or wainscoting may be tinted a light cream, very light gray, blue gray, olive green, or light buff. In all cases the tints should be of the lightest and most delicate shades. It is a good plan to have a border around the walls near the ceiling. This may simply be a band of darker color than the wall and of a shade that will harmonize, from two inches to six inches wide and from twelve inches to eighteen inches below the ceiling. In place of this band, a moulding may be fastened to the wall from which pictures may be hung. Above this band or moulding the tint should shade from the wall color to that of the ceiling.

All mouldings and borders should be darker than the ground work. If the walls must be papered, the same plan of shading should be observed. The ceiling should be a very delicate cream tint, light buff, or light green. The color of the walls should harmonize with the woodwork, either by analogy or contrast. The window shades should be of the same tint as the walls or slightly darker. The harmony of color should be preserved with reference to the lighting of the room. If the light is strong, darker shades should be used. With a north or east light "warm" colors such as light cream or light orange will give the impression of warmth to the otherwise cold blue of the air.

This matter of finishing should receive the most careful study by architects and building committees, bearing in mind that trying colors, such as the strong tones of blue, and any hue of violet or red, should always be avoided.

School officers should insist upon having the interior of the schoolrooms properly arranged, tinted and decorated, and these matters should never be entrusted to a novice, nor should prejudice or economy

be permitted to work irreparable injury to the eyesight or health of the children.

The following cuts are made from buildings actually constructed and tested. The single room buildings may be erected for from $600 to $1,200; the two-room buildings for $1,600 to $3,500; and the three-room buildings for $2,500 to $4,000. Any school board selecting a plan can have an architect prepare specifications as to material and cost.

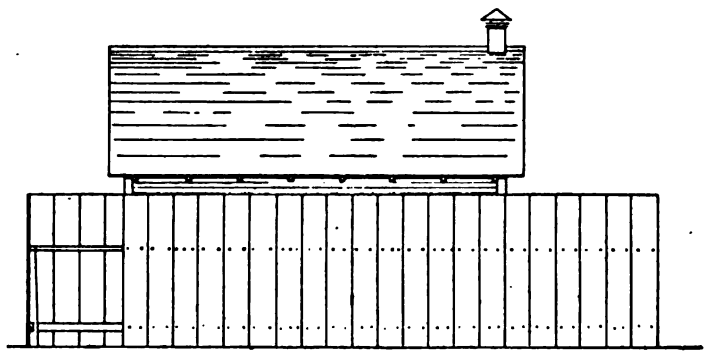
ACKNOWLEDGMENTS.

The figures numbered 1, 2, 3, 4, 5, 6, 16, 17, 18, 19, 20, 21, 22 are taken from a pamphlet published by Mr. Pattengill in 1894.

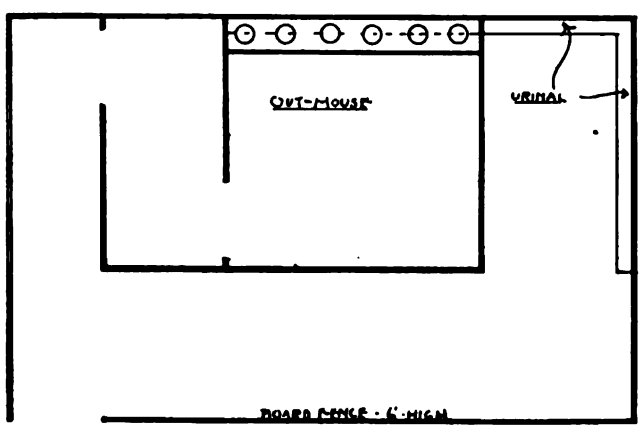
Figures Nos. 7, 8, 9 are from building erected in 1899 in district No. 4, Moscow Township, Hillsdale County. Figures Nos. 10 and 11 are from building erected in 1900 in Osceola County. The plans were furnished by Commissioners Thompson and French.

By the kindness of the members of the school board at Hillsdale, I give plans Nos. 27, 28, 29. These are from the excellent ward building in that city.

I take great pleasure in acknowledging indebtedness to Hon. F. L. Jones, Superintendent of Public Instruction of Indiana, for permission to use designs numbered 12, 13, 14, 15.



ELEVATION ¼" SCALE



PLAN & ELEVATION OF BOY'S OUT-HOUSE

Fig. No. 1—OUTBUILDINGS.

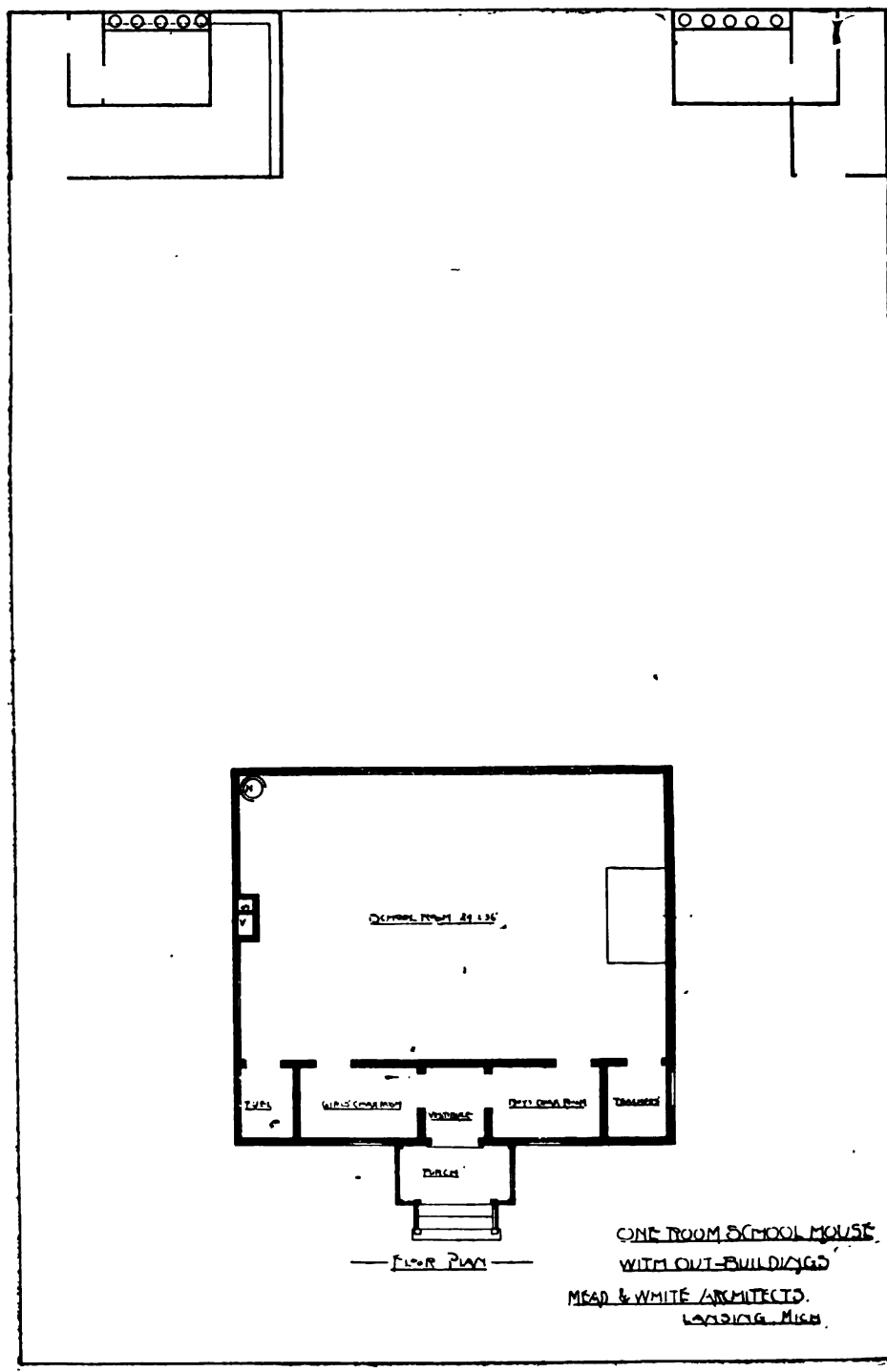


Fig. No. 2.—PLAN OF SCHOOL GROUNDS.

Fig. No. 3.

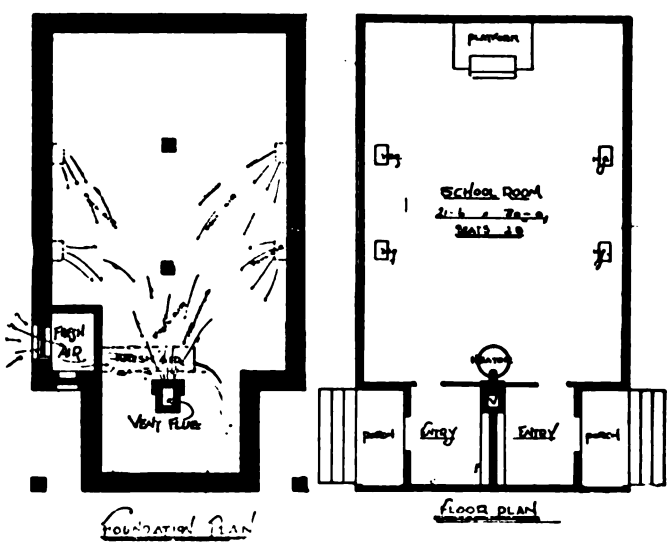
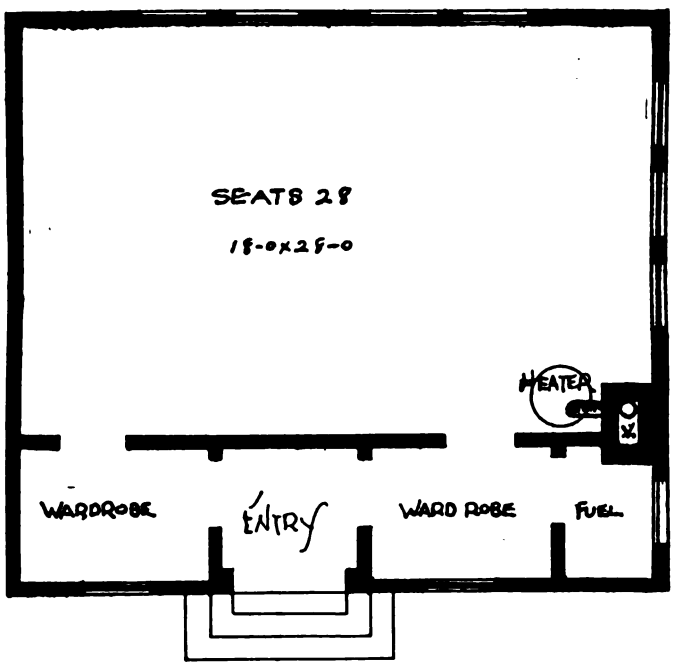


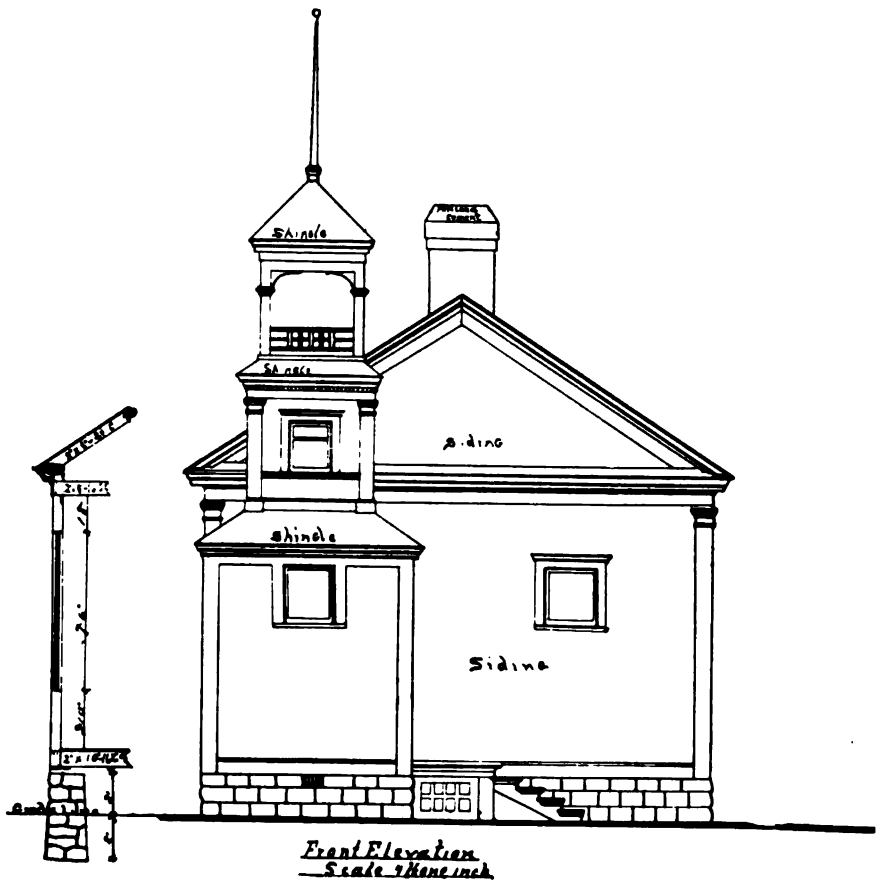
Fig. No. 4.

Fig. No. 5.



- FLOOR PLAN -

Fig. No. 6.



Front Elevation
Scale 1/8 one inch

Fig. No. 7.

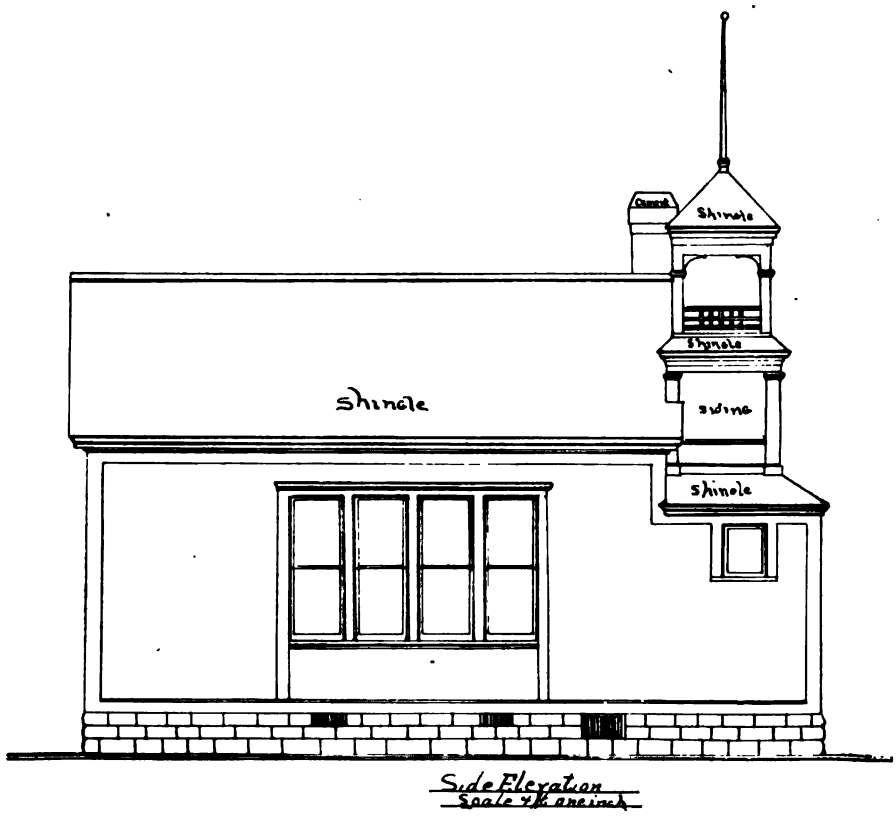


Fig. No. 8.

Cuts 7 and 8 give front and side view of building in district No. 4, Moscow township, Hillsdale Co. Floor plan, see Fig. No. 9.

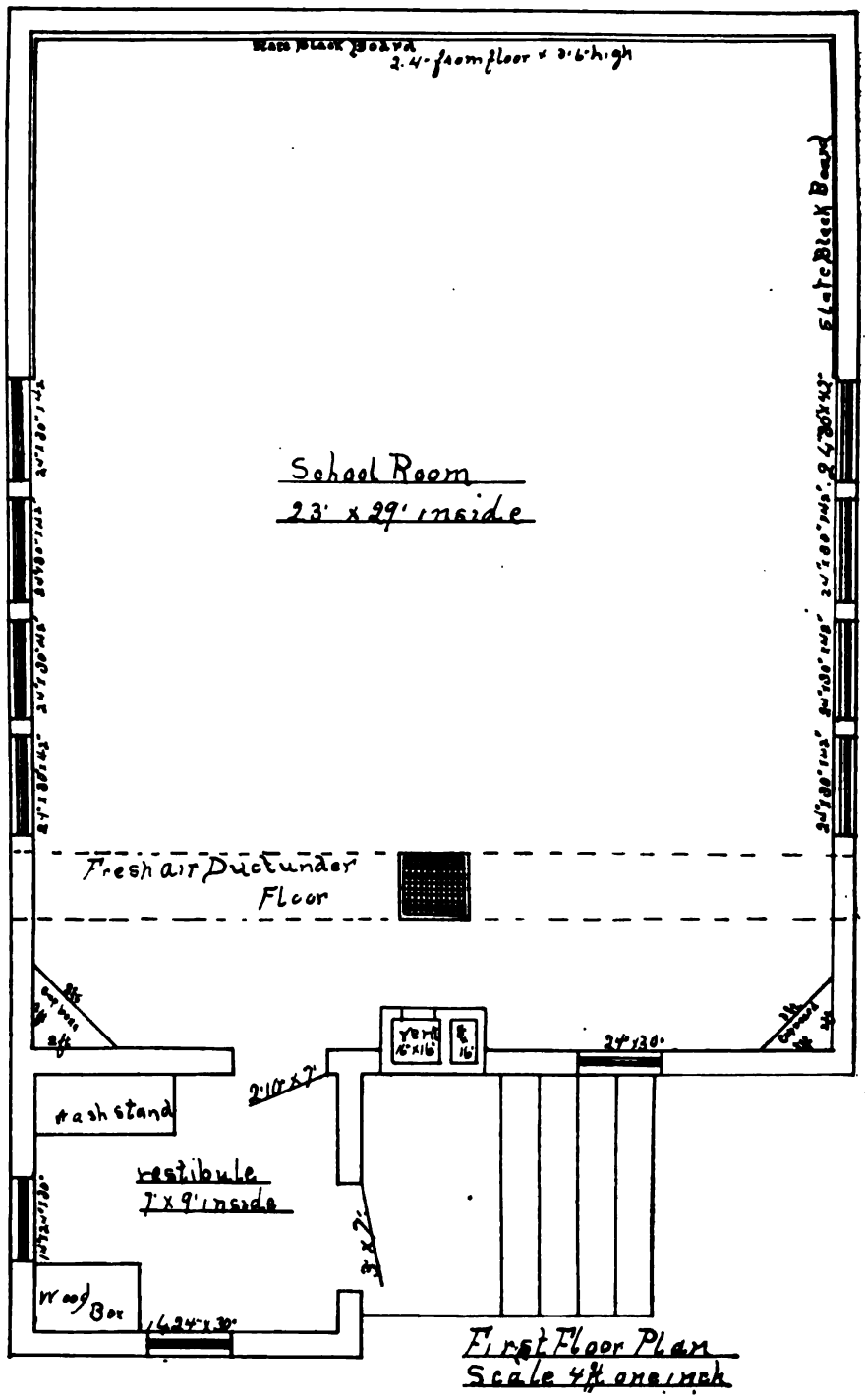

Slate Black Board
2'-4" from floor x 3'-6" high
School Room
23' x 29' inside
Fresh air Duct under Floor
Ash stand
Vestibule
7' x 9' inside
Wood Box
24" x 30"
First Floor Plan
Scale 4 ft. one inch

Fig. No. 9.

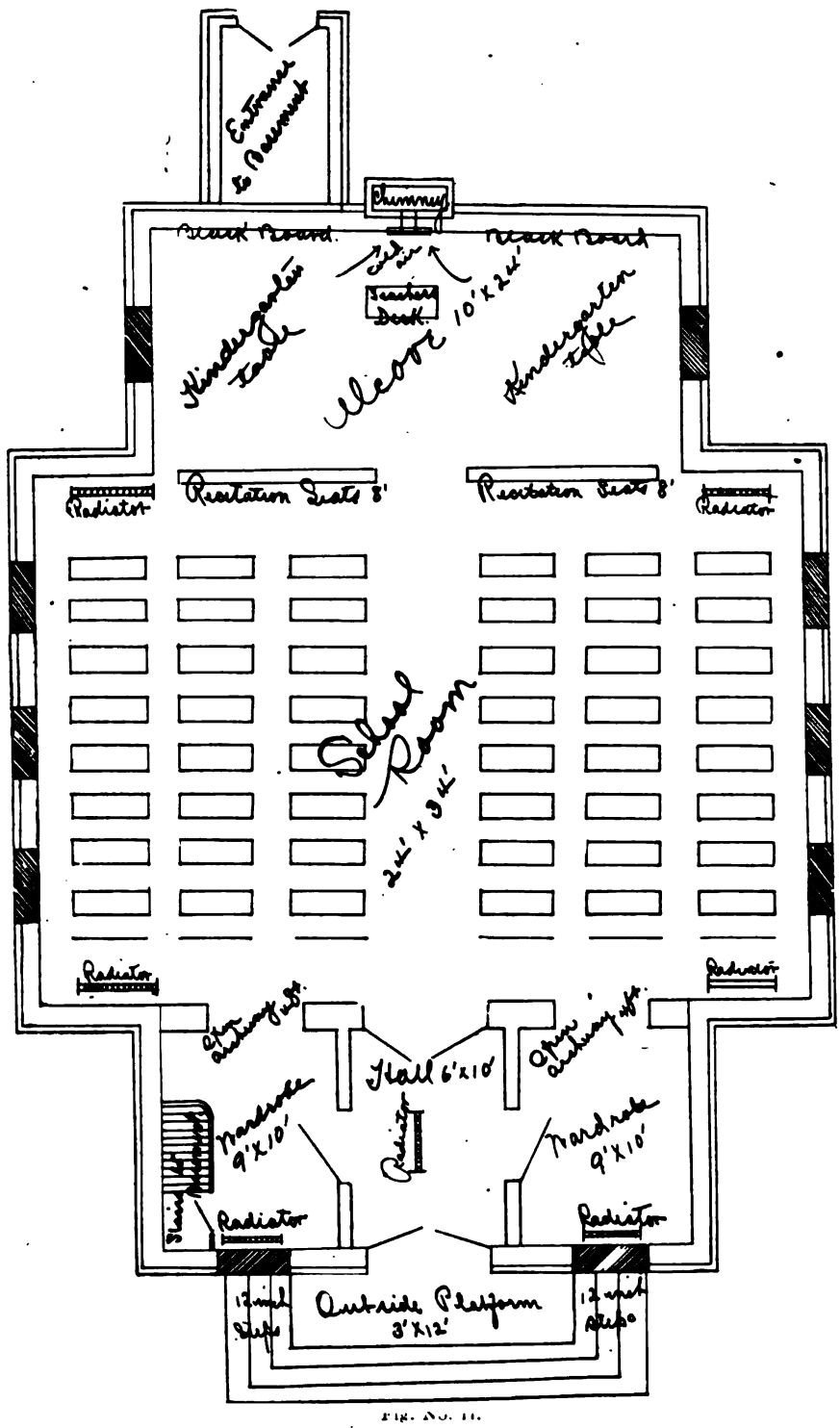

Entrance to Basement
Chimney
Black Board
Black Board
Kindergarten Table
Teacher's Desk
10'x2½'
Kindergarten Table
Recitation Seats 8'
Recitation Seats 8'
Radiator
Radiator
School Room
24'x34'
Radiator
Radiator
Open Stairway up
Open Stairway up
Hall 6'x10'
Wardrobe 9'x10'
Wardrobe 9'x10'
Radiator
Radiator
Radiator
Outside Platform 3'x12'
12 inch Step
12 inch Step

FIG. NO. 11.

Fig. No. 18.
See floor plan cuts Nos. 19 and 20.

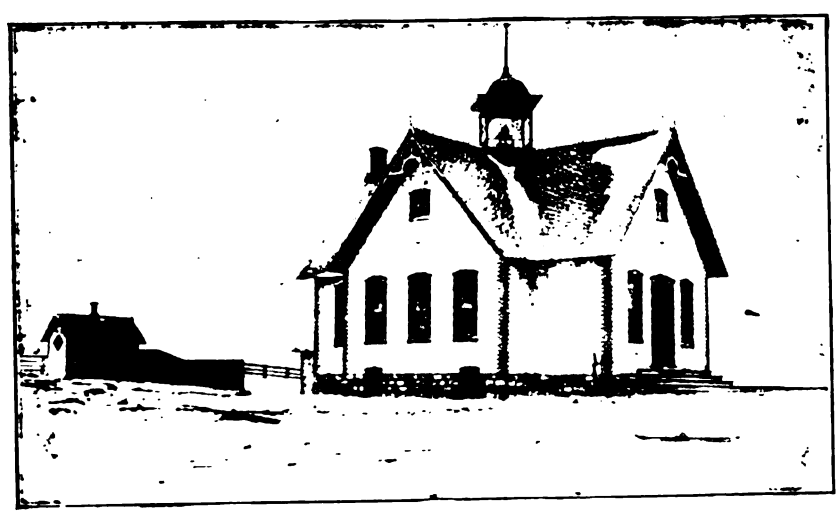


Fig. No. 10.—SIDE VIEW OF BUILDING IN OSCEOLA COUNTY.
Floor plan, see cut No. 11.

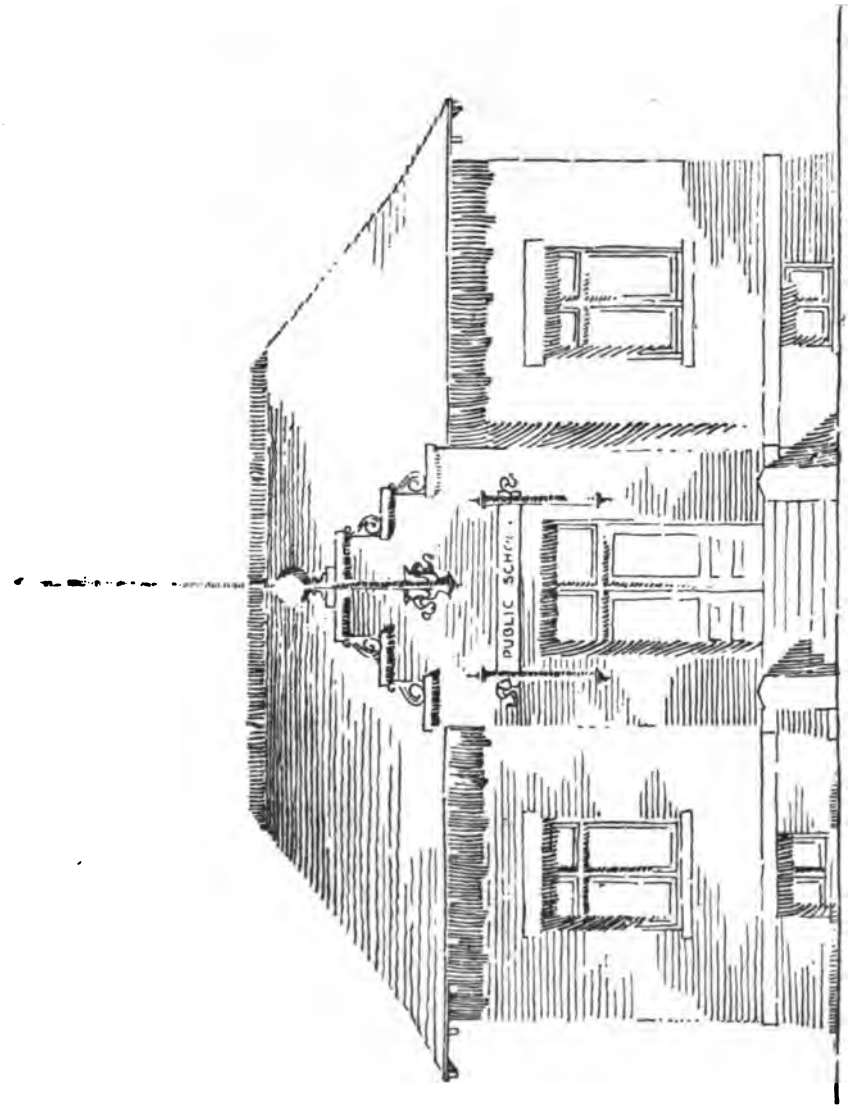


Fig. No. 12.—FROM INDIANA REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

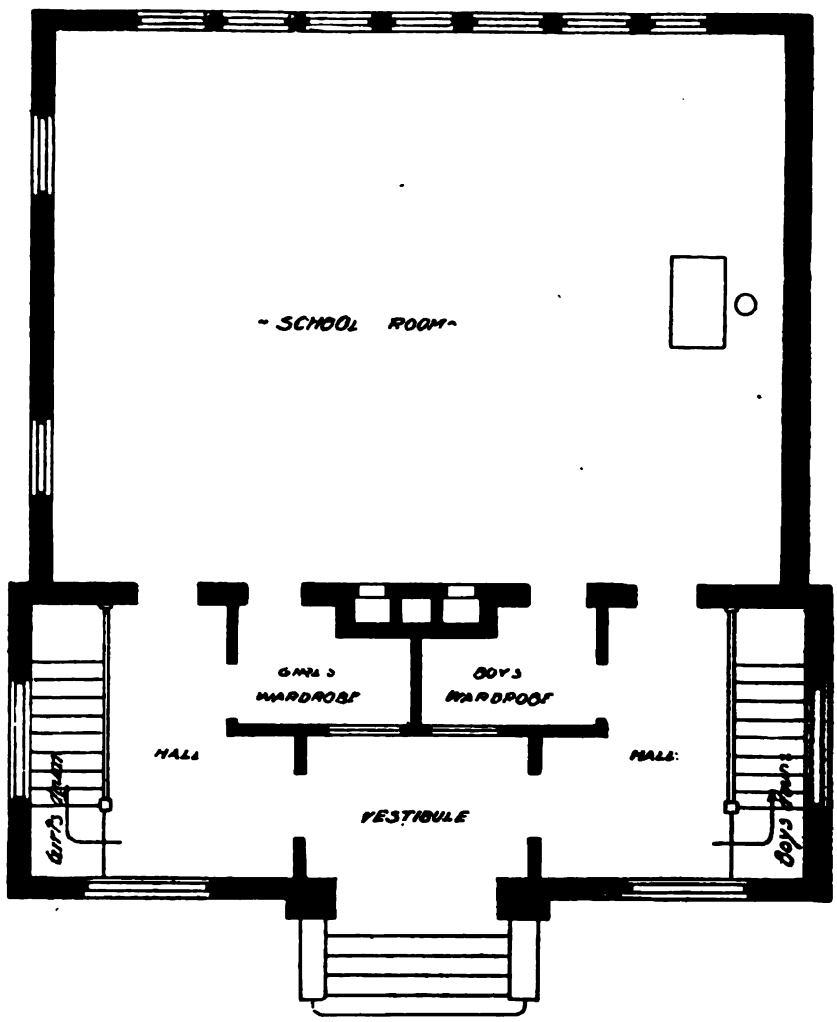


Fig. No. 13.—INDIANA REPORT.

Floor plan of cut No. 12.

Fig. No. 14.

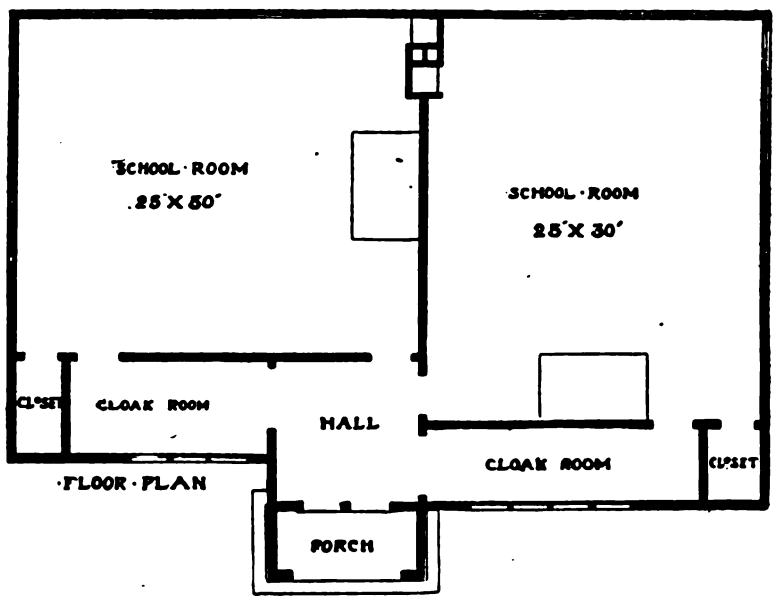


Fig. No. 15.—FROM INDIANA REPORT.

Fig. No. 16.

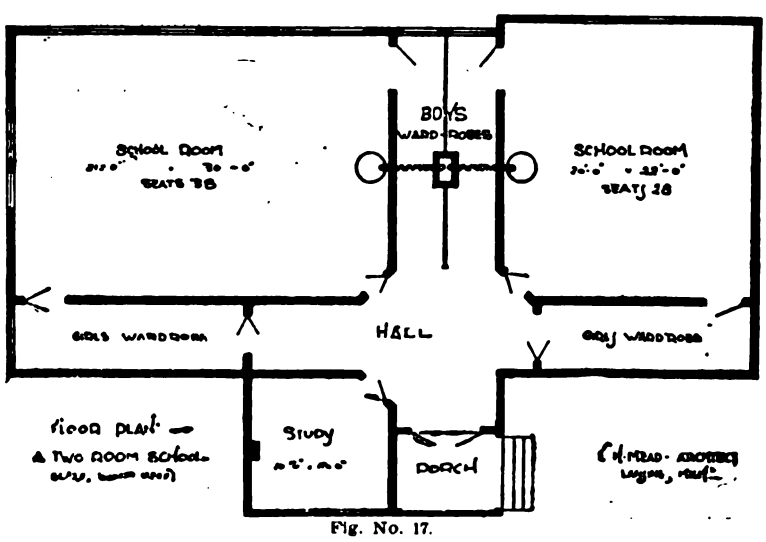


Fig. No. 17.

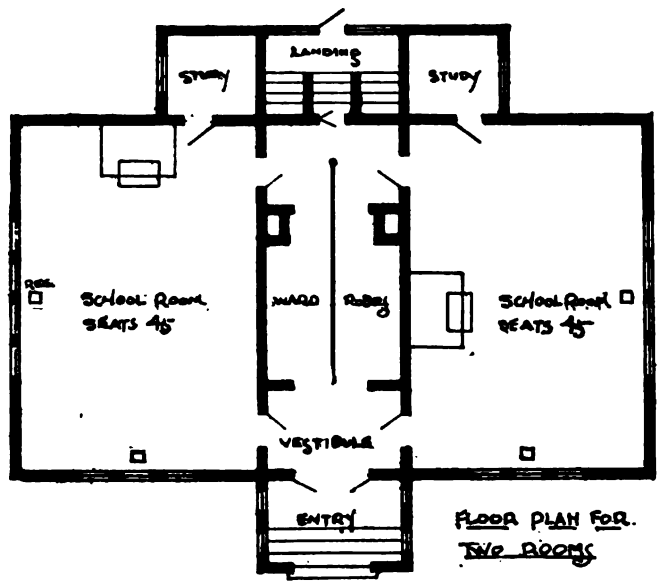


Fig. No. 19.

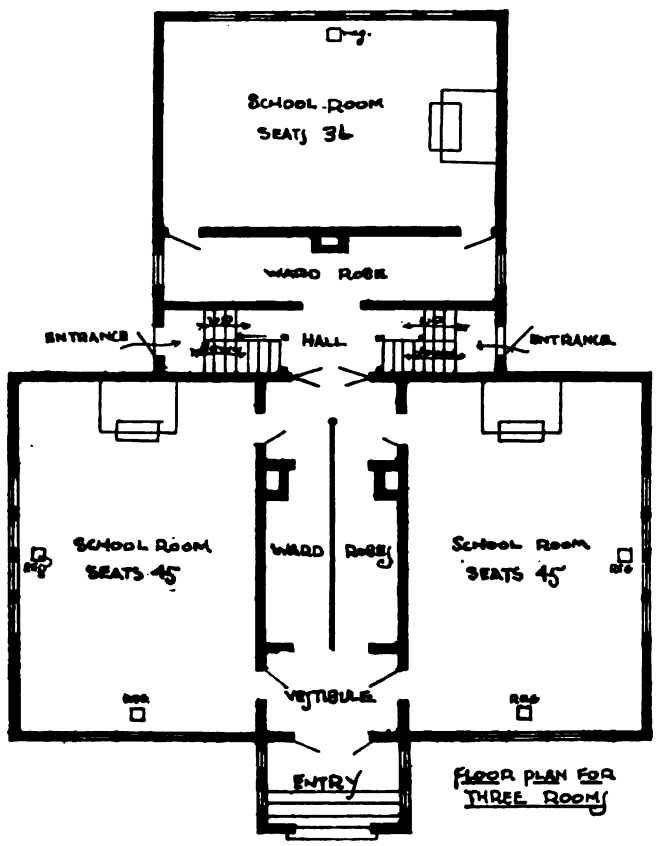
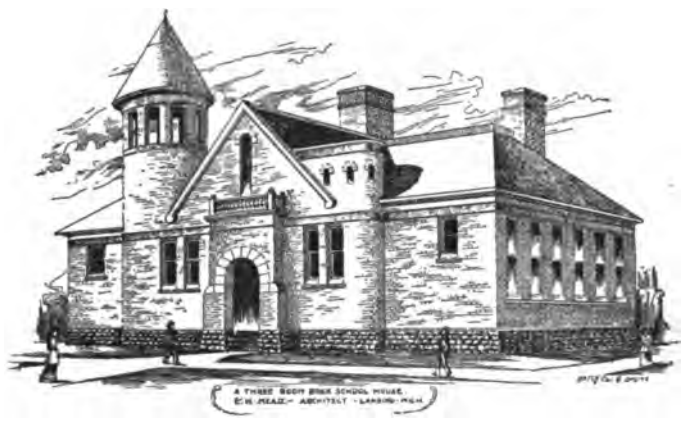


Fig. No. 20.



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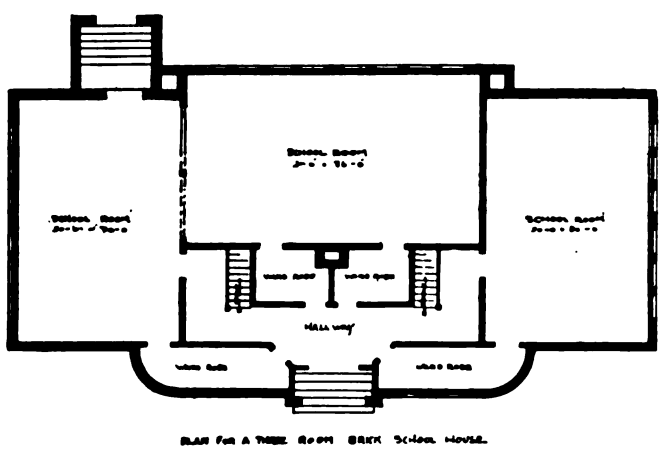

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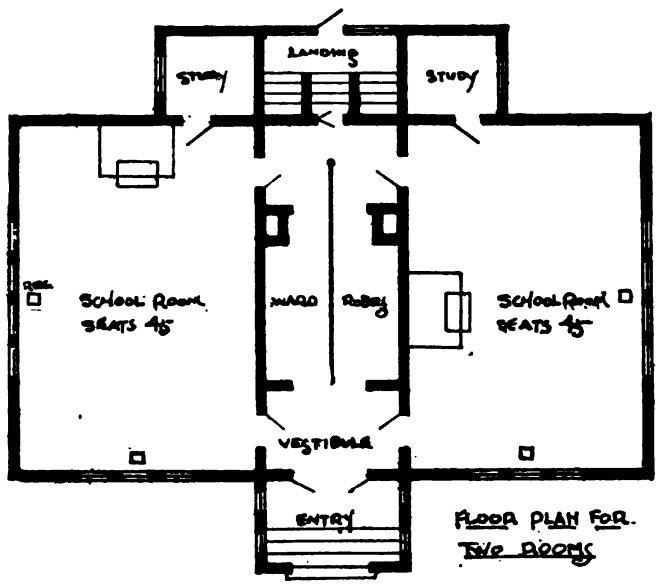

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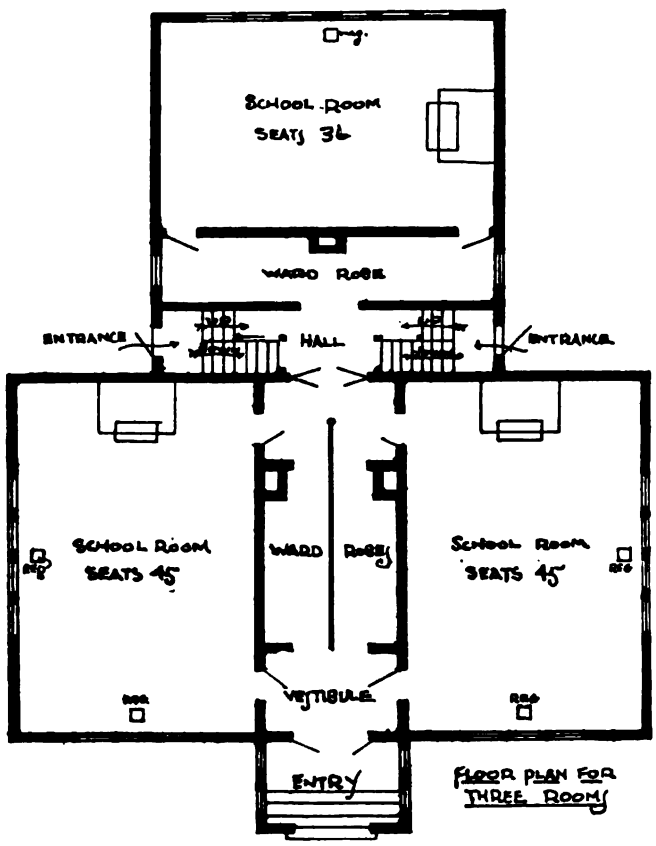
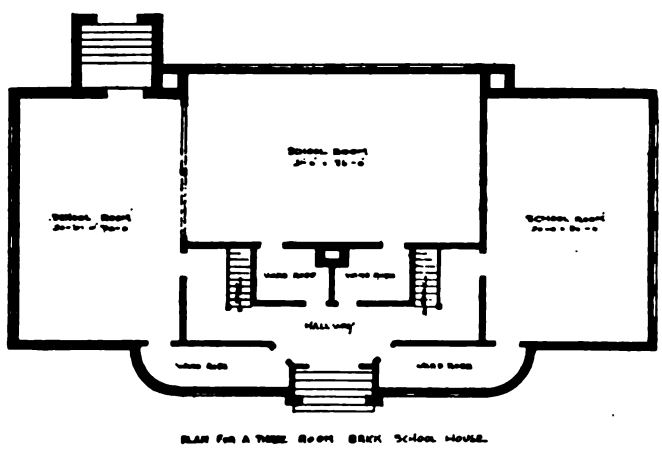


Fig. No. 20.

Fig. No. 21.



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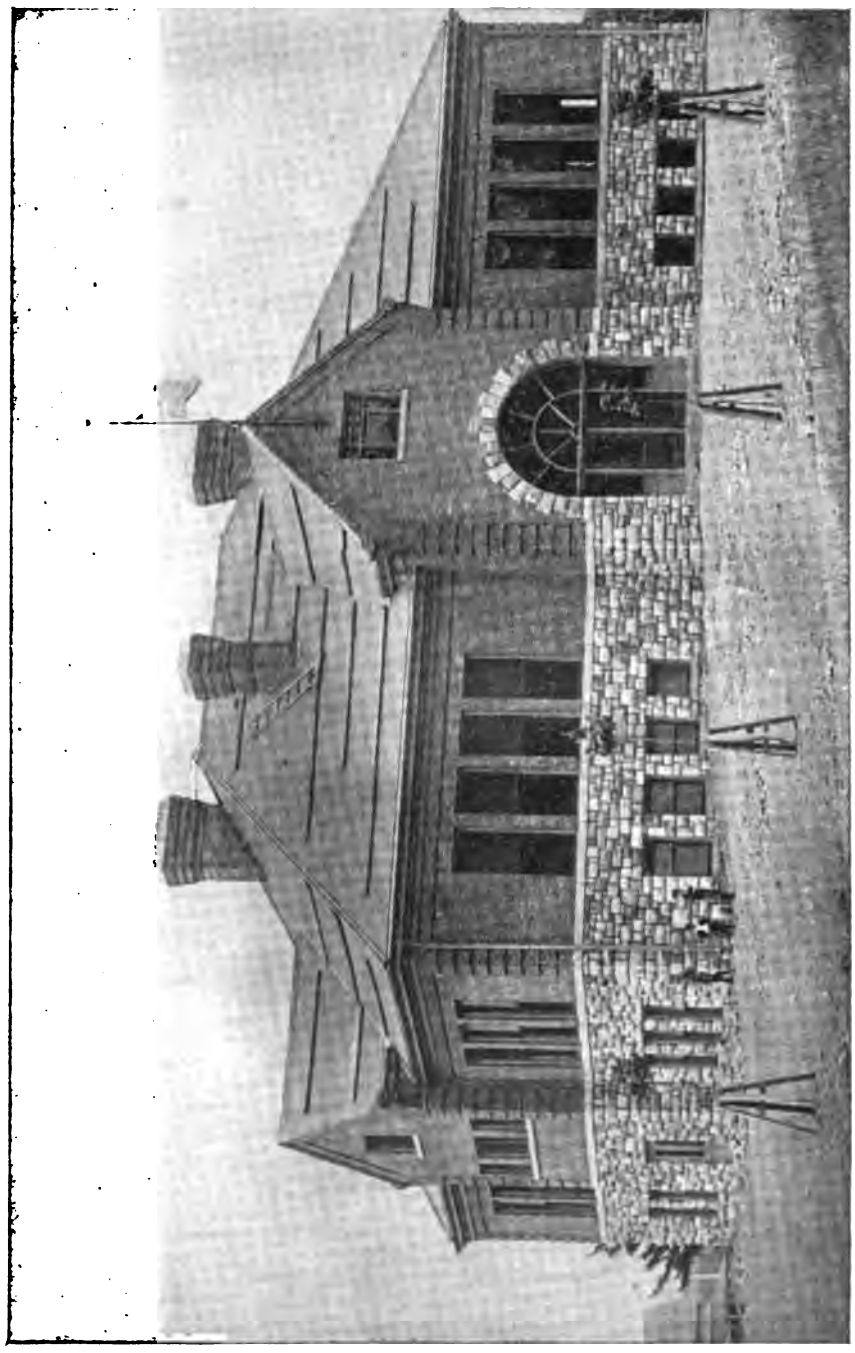


Fig. No. 27.—FRONT VIEW OF SECOND WARD BUILDING, HILLSDALE, MICH.

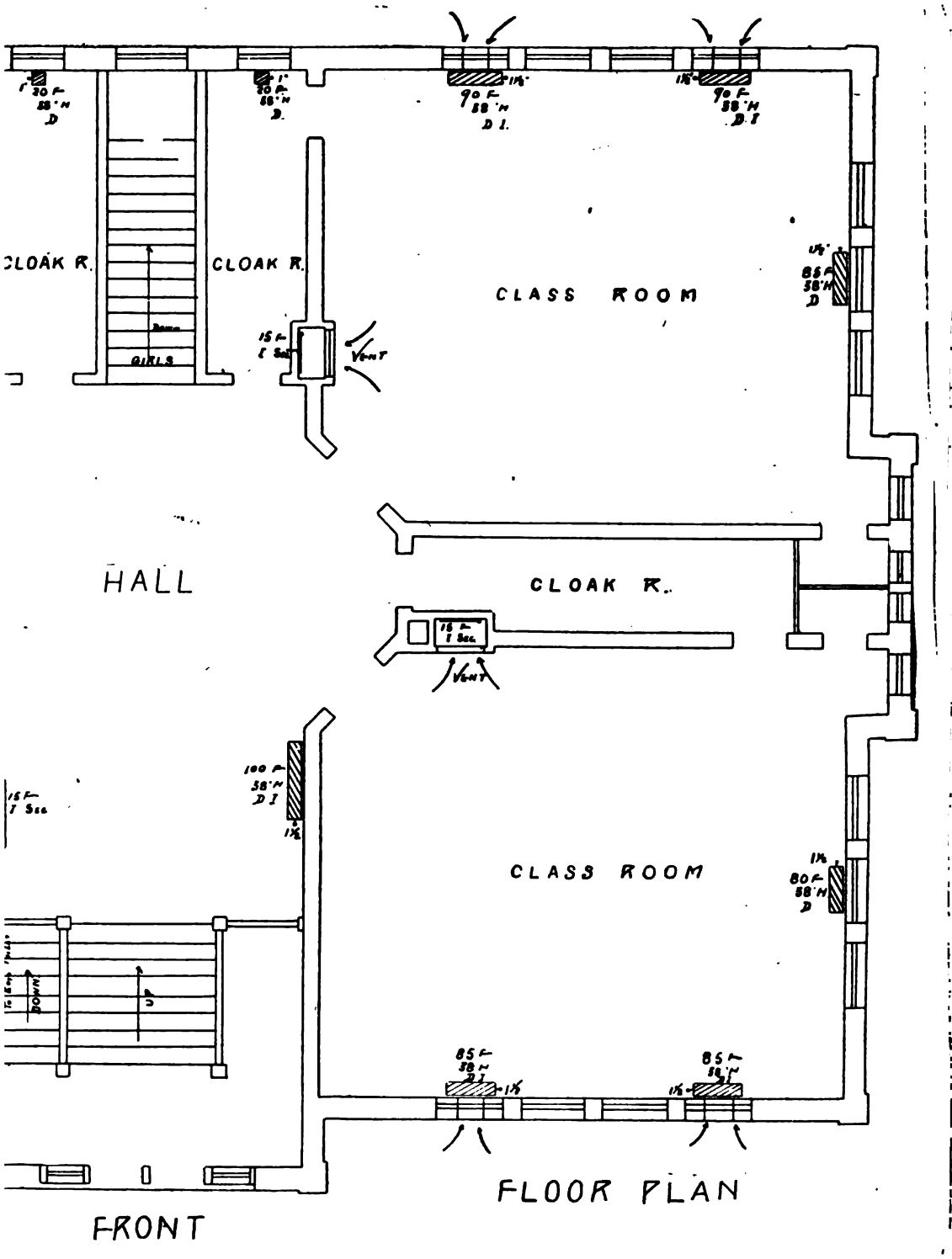
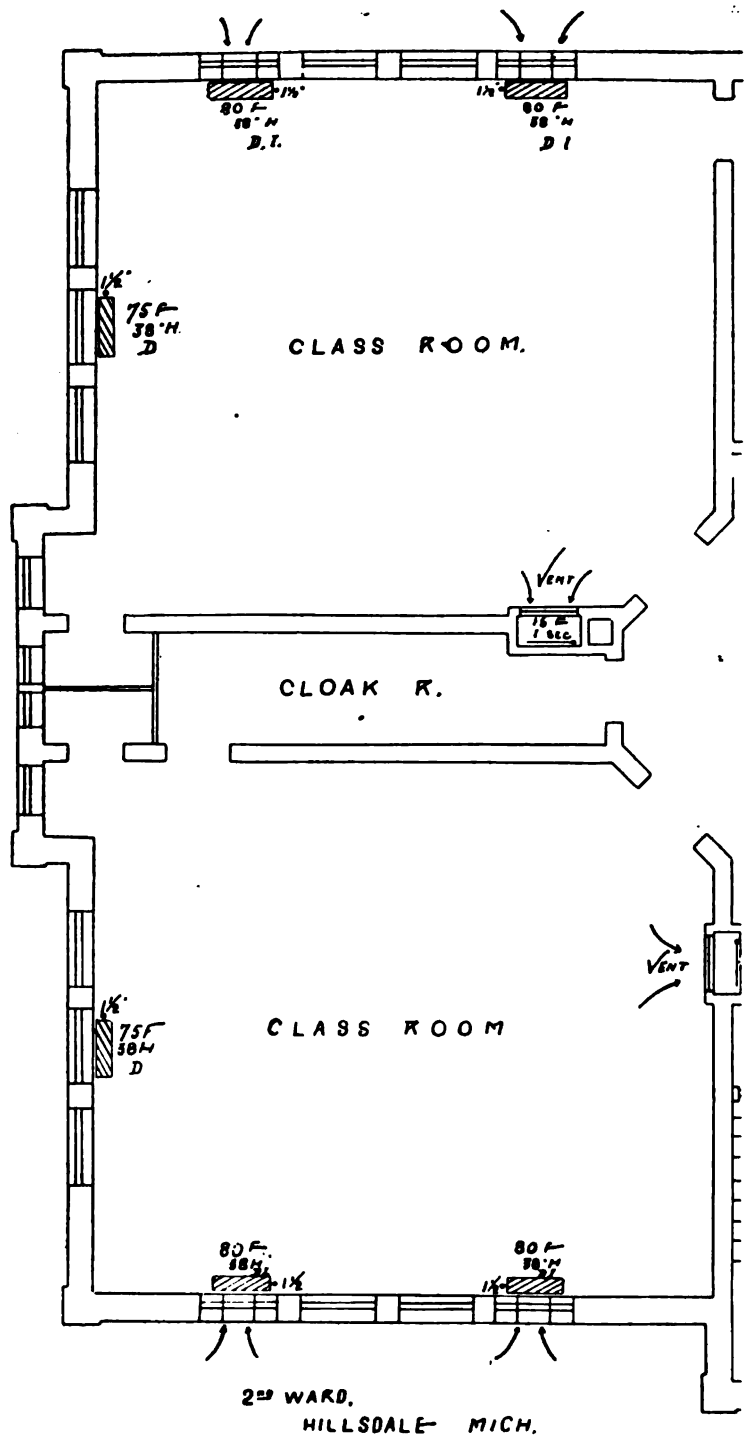
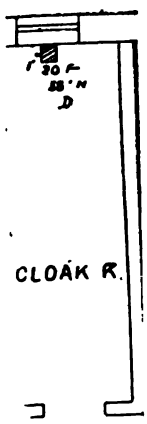
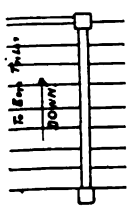


Fig. No. 28.—FLOOR PLAN, CUT 27.


80 F
38 "H
D. I.
80 F
38 "H
D I
1½"
75 F
38 "H
D
CLASS ROOM.
VENT
CLOAK R.
CLASS ROOM
VENT
80 F
38 H
80 F
38 "H
2ND WARD,
HILLSDALE MICH.





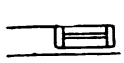


Fig. No. 28.-

OUTLINE

OF

STATE TEACHERS' INSTITUTES

SERIES OF 1902.

EDUCATIONAL SYSTEM OF MICHIGAN.

DEPARTMENT OF PUBLIC INSTRUCTION.

Delos Fall.....State Superintendent of Public Instruction.
Walter H. French.....Deputy Superintendent.

STATE BOARD OF EDUCATION.

Patrick H. Kelley, Detroit.....President.
Luther L. Wright, Ironwood.....Vice President.
Delos Fall, Albion.....Secretary.
James H. Thompson, Evart.....Treasurer.

BOARD OF REGENTS OF THE UNIVERSITY.

James B. Angell, LL. D., President.

Herman Kiefer.....Detroit.
Frank W. Fletcher.....Alpena.
R. W. Butterfield.....Grand Rapids.
George A. Farr.....Grand Haven.
Arthur Hill.....Saginaw.
Charles D. Lawton.....Lawton.
Henry S. Dean.....Ann Arbor.
Eli R. Sutton.....Detroit.
Secretary of Board, James H. Wade.
Treasurer, Harrison Soule.

STATE EDUCATIONAL INSTITUTIONS.

UNIVERSITY OF MICHIGAN, ANN ARBOR.

JAMES B. ANGELL, LL. D., PRESIDENT.

NORMAL SCHOOL SYSTEM.

ALBERT LEONARD, A. M., PH. D., PRESIDENT.

State Normal College, Ypsilanti.....E. A. Lyman, A. B., Principal.
Central State Normal School, Mt. Pleasant.....C. T. Grawn, M. Pd., Prin.
Northern State Normal School, Marquette.....D. B. Waldo, A. M., Principal.

MICHIGAN STATE AGRICULTURAL COLLEGE, LANSING.

Jonathan L. Snyder, A. M., Ph. D., President.

MICHIGAN COLLEGE OF MINES, HOUGHTON.

Fred Walter McNair, B. S., President.

MICHIGAN SCHOOL FOR THE DEAF, FLINT.

Francis D. Clarke, A. M., C. E., Superintendent.

SCHOOL FOR THE BLIND, LANSING.

Warren C. Hull, A. M., Superintendent.

STATE INDUSTRIAL HOME FOR GIRLS, ADRIAN.

Lucy M. Sickels, Superintendent.

INDUSTRIAL SCHOOL FOR BOYS, LANSING.

John E. St. John, Superintendent.

STATE PUBLIC SCHOOL, COLDWATER.

John B. Montgomery, Superintendent.

STATE BOARD OF AGRICULTURE.

Thomas F. Marston, President.....Bay City.
Franklin Wells.....Constantine.
Charles J. Monroe.....South Haven.
Edward P. Allen.....Ypsilanti.
Henry F. Marsh.....Allegan.
L. Whitney Watkins.....Manchester.
Aaron T. Bliss, Governor, ex officio.....Saginaw.
Jonathan L. Snyder, President, ex officio.....Lansing.
Secretary, A. M. Brown.
Treasurer, B. F. Davis.

STATE OFFICERS.

Governor, Aaron T. Bliss.....Saginaw.
Lieutenant Governor, Orrin W. Robinson.....Chassel.
Secretary of State, Fred M. Warner.....Farmington.
State Treasurer, Daniel McCoy.....Grand Rapids.
Auditor General, Perry F. Powers.....Cadillac.
Commissioner State Land Office, Edwin A. Wildey.....Paw Paw.
Attorney General, Horace M. Oren.....Sault Ste. Marie.
Superintendent of Public Instruction, Delos Fall.....Albion.

JUDGES OF THE SUPREME COURT.

Frank A. Hooker.....Chief Justice.
Joseph B. Moore.....Associate Justice.
Charles D. Long.....Associate Justice.
Claudius B. Grant.....Associate Justice.
Robert M. Montgomery.....Associate Justice.

DEPARTMENT OF PUBLIC INSTRUCTION.

INTRODUCTION.

LANSING, MICH., March 1, 1902.

The teachers' institute has a definite purpose. This puropse is the better preparation of the rural and village teacher. While the better preparation may include study in academic lines, the institute has no excuse for its existence as a *mere school.* It is not for the purpose of *teaching* those branches which the teacher is to teach. The purpose is broader and deeper. It deals not with pupils but with teachers. However immature, however poorly equipped in literary lines the members of any institute may be, the instructor of the institute must meet and treat them as teachers. "Better preparation," then, means the vitalizing and strengthening of those qualities necessary to the *teacher's success.*

Three things should characterize the work in an institute. It should be inspirational; it should be professional; and it should be academic. In short, the institute is the rural teacher's normal school, and should so far as possible symbolize in all its departments of work the normal idea.

The inspirational element in the institute is of the utmost importance. It is the soul, the throbbing life, of every successful institute and of every successful school; and without it professional skill and academic knowledge are nearly worthless for the real ends of education. The work of every institute instructor, whether professional or academic, should possess this element of inspiration, this uplifting power. Emerson says, "Enthusiasm is the height of man; it is the passing from the human to the divine."

The institute of today is an evolution. Michigan has been the whole length of the line. We have had the lecture institute. the method institute, and the review institute. Each of these has merit, but each falls short of reaching the *ideal* institute. We have, however, from our experience been able to select from each its elements of value and combine them, forming an ideal institute. This ideal is an institute of three or four weeks in which all three ideas—inspiration, profession, and education—are incorporated.

It is not possible, however, to have a long institute every year in a county, and probably not advisable. We have therefore planned to have the three ideas exemplified in the three kinds of institutes: The three-day which should be distinctively inspirational; the five-day or eight-day which should be distinctively professional, but include the inspirational

element; and the long-term institute which should be distinctively academic, but include both the inspirational and the professional ideas.

The term academic institute, however, should not be thought of exclusively as a school of reviews. Only so far as academic work can supplement the work of the public schools in classifying and illustrating principles, and class exercises can be made to show the application of pedagogy to actual school work, should review classes be carried on. That such work will better prepare for teachers' examinations there is no doubt, but that this is an incident of the academic institute and not its purpose should be ever kept in mind.

THE OUTLINES.

The summer institutes for 1902 are mostly for five or eight days. For this reason this outline of subjects is much briefer than those heretofore prepared. However, more work is given than can usually be accomplished, the thought being to outline the more important topics of each subject, leaving instructors, commissioners, and teachers to determine which parts of a subject are most valuable for each particular institute. The outlines are also more specific than heretofore, not so much as a guide to the instructor, as for the use of teachers in their schools.

THE PROGRAM.

The program suggested is made for an *institute divided into sections.* Arithmetic, reading, grammar, language, geography, and United States history are to be considered as the essential subjects this year. In shaping the work to suit the particular needs of any county, these should not be dropped from the program, but, where there are not workers enough to carry all the subjects, selections may be made from the remaining subjects outlined.

The topics mentioned for pedagogy should be discussed. Two periods are given each day for the discussion of such other topics as may be chosen. A suggestive list is given on pages 10 and 11.

SECTIONS IN AN INSTITUTE.

The institute should be sectionized for three reasons only:
First,—To give different subjects for different teachers.
Second,—To give different grade of work for different teachers.
Third,—Because the session rooms are too small to accommodate all.

The practice of having an instructor go from section to section and give the identical instruction in each is a waste of time and energy. This should not be done except in the *third* case above.

There are so many views regarding the proper sectionizing of an institute that a suggestive *section program* is given on page 11. This is made on the basis of three workers, and should be modified in the case of two workers. However, the Department's idea of the section institute may be gathered from the above.

SECOND GRADE SUBJECTS.

While the program contemplates a section institute, second grade classes should not be allowed to interfere with the regular discussions

and method work. They should be held at the time of some third grade exercise which a second grade applicant is not supposed to need.

THE STUDY PERIOD.

The academic work of the institute presupposes preparation on the part of teachers. But they must have time for such preparation. Usually teachers are expected to do the most of their studying mornings and evenings. There are many teachers, however, who do not do this, with the result that they come to recitations unprepared and the only help they get is such as they may absorb during the class exercises. To prevent this condition, there should be at least two *study hours* during the day. To make this possible, we suggest that teachers be allowed to take only three or four subjects, and further we would not object to having *four* instead of *five* recitation periods, the open period being for study by the entire institute. The sectioning of the institute can also be so made that nearly every teacher can have at least one period for study during the session.

The study room should be in charge of one of the instructors, or of the commissioner, so that no teacher will be prevented from studying.

TEXT-BOOKS.

Teachers should bring such text-books as are most generally in use in the county, and the instructors should become sufficiently familiar with such books to assign workable lessons in them.

THE STATE MANUAL AND COURSE OF STUDY.

The State Manual and Course of Study should be carefully studied and discussed. There is often a great lack of intelligent use of this valuable aid to the rural teacher. The program contemplates an exercise daily in this very important subject. The commissioner often chooses to take charge of this part of the program. Reference to the Manual and Course of Study should also be frequently made by the instructors.

ADDITIONAL TOPICS FOR DISCUSSION.

Individual Assistance—Its needs and dangers.
The Recitation.
The Teacher Socially.
The Question and Answer.
Training the Senses.
The Emotions.
Ventilation and Sanitation.
Waste in School Work.
Discipline.
Imitation.
The Library.
The Commissioner.
Schoolroom Decoration.
Reports and Records.
Seat Work.

SECTION PROGRAM.

	Miss B.	Mr. C.	Mr. H.	Commissioner.
9:15		Arithmetic.		
9:45	Physiology.		Botany.....	Civil Government.
10:15		Pedagogy.		
11:00	Primary Reading....		Advanced Reading and Literature.	
11:?0		Selected Topics.		General Talks.
1:45	Language.....	Grammar.	Physics.	
2:15	Primary Geography.		Geography.	
3:30	Numbers.....	Algebra.	U. S. History.	

PROGRAM.

8:45	Opening.	Monday.	Tuesday.	Wednesday.	Thursday.
9:10	Arithmetic.	Primary.	Fundamental Processes.	Fractions.	Percentage.
9:45	Civil Government—Physiology.	Functions.	Types.	Citizenship.	Taxes.
10:15	Pedagogy.	Attention.	The Recitation.	Individual Assistance.	Sense Perception.
10:45	Recess.				
11:00	Reading.	The Voice.	Expression and Articulation.	Figures and Exercises.	Study of a Classic.
11:30	Discussions. Subject selected by the instructor.				

12:00 Noon intermission.

1:30	Opening.				
1:45	Grammar.	Educational Value and Purpose.	Conjugation.	Comparison.	Nominatives and Objectives.
2:15	Geography.	Discussions.	Methods.	Field Geography.	Apparatus.
2:45	Methods.	Beginners.	Beginners.	Intermediate Reading.	Language.
3:15	Recess.				
3:30	U. S. History.	Purpose.	Methods.	Time, Place.	Colonial or Territorial.
4:00	General Discussion. Topics chosen from the outlines by teachers.				

PROGRAM.

8:45	Friday.	Monday.	Tuesday.	Wednesday.	Second Grade Subjects.
9:10	Percentage.	Measurements.	The Circle.	Miscellaneous.	
9:45	Questions of the day.	The President.	Congress.	The Judiciary.	Gen. History.
10:15	Ideals.	Morals and Manners.	Memory and Imagination.	Great Educators, Froebel, Horace Mann.	Botany.
10:45	Recess.				
11:00	Study of a Classic.	Contest in Pronunciation.	Contest in Spelling.	Penmanship, Libraries.	
11:30	Discussions. Subject selected by the instructor.				
12:00	Noon intermission.				
1:30	Opening.				
1:45	Infinitives and Participles.	Analysis.	Varying Syntax of Words.	False Syntax.	
2:15	Apparatus.	Agriculture.	Mining.	Our New Possessions.	Algebra.
2:45	Numbers.	Selected.	Selected.	Selected.	
3:15	Recess.				
3:30	The Revolution.	Critical Period.	Growth.	Growth.	Physics.
4:00	General discussion. Topics chosen from the outlines by teachers.				

NOTES.—The "Methods" should include some class exercises.
Daily exercises in marching or calisthenics will do much to enliven the work.
One period, at least, should be given to nature study and one to music.

(d) Counting: uniting and separating by 1's, 2's, 3's, etc.
  (1) Pupils illustrate with objects how numbers may grow; first by 1's, then by 2's, 3's, etc.
  (2) Pupils subtract by 1's, then 2's, 3's, etc.
  (3) Study relations of numbers of objects.
  (4) Develop from these exercises multiplication and division, i. e., three 2's are 6; 2 is contained in 6 three times because two objects can be taken away from six objects three times.

(e) Finding a half, a third, a fourth of a number of objects. Illustrate by examples.

(f) Figures applied to objects.—Hand work, or manual training.

NOTE.—A digit should mean a number of things, i. e., pupils should constantly handle objects while using the digits until they image them.

WEDNESDAY.

(g) Exercise in imaging.

(h) Signs; +, —, ×, ÷.

(i) Mathematical facts committed to memory.
  (1) "The 45 combinations" as follows:—

$$2=1+1;\ 3=2+1;\ 4=\begin{cases}3+1\\2+2\end{cases};\ 5=\begin{cases}4+1\\3+2\end{cases};\ 6=\begin{cases}5+1\\4+2\\3+3\end{cases}\text{, etc.}$$

NOTE.—From these examples the "45 combinations" should be worked out by the teachers and submitted for inspection. Notice that these are the possible *additions* only of any two digits.

(j) Other possible combinations of any two digits. These should be arranged according to some system. The following is suggested:—

2+3=5	5—2=3	
3+2=5	5—3=2	
2×3=6	6÷2=3	½ of 6=3
3×2=6	6÷3=2	⅓ of 6=2, etc.

(See Manual and Course of Study.)

It is a good plan to give the *converse* in each case so that the pupil may see the relations of these processes.

The teachers should work out these for the inspection of the instructor. There are 36 of these *groups* of combinations.

II. OUTLINES.

1. Discuss various methods of subtracting when figure of subtrahend exceeds corresponding figure of minuend.

First Method.				Second Method.				Third Method.			
8	7	6	5	8	7	6	5	8	7	6	5
6	8	3	9	6	8	3	9	6	8	3	9
7 from 8 are	8 from 17 are	4 from 6 are	9 from 15 are	7 from 8 are	8 from 17 are	3 from 5 are	9 from 15 are	7 and (1) are 8	8 and (9) are 17	4 and (2) are 6	9 and (6) are 15
1	9	2	6	1	9	2	6				

NOTE.—Ascertain how teachers themselves subtract in actual work. Suggest that they investigate the method of accountants in the business houses of the town. Deduce from the investigation which is the really *practical* method, *and teach pupils by* that method regardless of fine-spun theories.

2. Discuss principle upon which each method is based.

3. Multiplication and its check:—
   (a) The formal process should be taught while teaching "combinations."
   (See Manual and Course of Study, Second Grade.)
   (b) Discuss meaning of 3×4 with reference to which is multiplier.
   (c) Discuss the question of the concrete and abstract in multiplication.
4. Division and its check:—
   (a) Discuss:—
      (1) $25÷$5.
      (2) ⅛ of $25.
      (3) $8÷$½.
      (4) $½÷$2.
      (5) 12÷3 and ⅓ of 12.
      (6) $12÷3.

FRIDAY.

   (b) The formal process.
   (c) Principles of division.
   (d) Problems:—
      (1) Given divisor, quotient, and remainder to find dividend.
      (2) Given dividend, quotient, and remainder to find divisor.
      (3) Given product of all other factors but one to find the missing factor, etc.

MONDAY AND TUESDAY.

III. FRACTIONS.

1. The two concepts of a fraction. The "broken object" and "an indicated division."—Definition carefully worked out.

NOTE.—Teachers should prepare circular discs about three inches in diameter, and with them show the following, giving reasons based upon the definition:—

   (1) Use of discs:—
      (a) ½ shown as 4ths, 8ths, 16ths, etc.
      (b) ⅓ shown as 3rds, 6ths, 9ths, 12ths, etc.
      (c) ¼ shown as 8ths, 12ths, 16ths, etc.
      (d) ²/₄ shown as 8ths, 12ths, 16ths, etc.
      (e) ⅜ shown as 8ths, 12ths, 16ths, etc.
      (f) Operations reversed, 20ths, 16ths, 12ths, 8ths, shown as 4ths, etc.
   (2) Uniting and subtracting.—Hand-work, or objects to illustrate (manual training) followed by analysis.
   (3) Multiplying:—
      (a) By an integer.—Handwork, or objects. (Manual training.)
      (b) Discuss the following:—With the concept of a fraction as "one or more of the equal parts of a unit," can you multiply by a *fraction?*
   (4) Dividing:—Finding how many times one quantity can be taken from another,—shortened subtraction.
      (a) By a fraction less than the dividend. With this concept of division, *can* the *less* be divided by the *greater?* Discuss.
      (b) Partitive division,—as ¼ of 12; ¼ of ½, etc. *Is this* a short method of subtraction? Hand-work, or objects to illustrate, *followed* by analysis.

WEDNESDAY.

IV. MISCELLANEOUS.

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$$\begin{cases}2\times3=6\\3\times2=6\end{cases}\quad\begin{cases}6\div2=3\\6\div3=2\end{cases}\quad\begin{cases}\frac{1}{2}\text{ of }6=3\\\frac{1}{3}\text{ of }6=2\text{, etc.}\end{cases}$$

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      (6) \$12÷3.

FRIDAY.

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      (c) ¼ shown as 8ths, 12ths, 16ths, etc.
      (d) ²/₄ shown as 8ths, 12ths, 16ths, etc.
      (e) ¾ shown as 8ths, 12ths, 16ths, etc.
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      (b) Partitive division,—as ¼ of 12; ¼ of ½, etc. *Is this* a short method of subtraction? Hand-work, or objects to illustrate, *followed* by analysis.

WEDNESDAY.

IV. MISCELLANEOUS.

MONDAY.

Intermediate and advanced.

I. DISCUSSIONS.

1. Logical procedure in the study of a topic.
2. Value of exact reading as an aid in the solution of problems.
3. Value of explanations and analyses.

TUESDAY.

II. FRACTIONS.

1. Review of principles of division.
   (a) Applications to fractions.
      (1) One-half expressed as 4ths, 6ths, 8ths, etc.
      (2) Thirds expressed as 6ths, 9ths, 12ths, etc.
      (3) Fourths expressed as 8ths, 12ths, 16ths, etc.

   Principle involved in each case.

2. Uniting and subtracting.
3. Multiplying:—
   (a) By integer.
   (b) By fraction.

   Principle involved in each case.

4. Dividing:—
   (a) By integer.
   (b) By fraction—Principle involved in each case.
   (c) Inverting divisor.
5. Reducing to common denominator. Principle involved in each case.

WEDNESDAY.

III. ANALYSIS.

1. Reducing to lower and to higher terms.
2. Reducing to common denominator.
3. Multiplying:—
   (a) By integer.
   (b) By fraction.
4. Dividing:—
   (a) By integer.
   (b) By fraction.

THURSDAY.

5. Problems.

NOTE—These should include such problems as teachers often cannot explain, e. g., labor problems, time problems, etc.

FRIDAY.

IV. PERCENTAGE.

1. By analysis.—Using the 1% method, and also the fraction method. (See Manual and Course of Study.)
   (a) To find percentage, profit, loss, etc.
   (b) To find rate.
   (c) To find base, cost, etc.

MONDAY.

Percentage continued or Measurements. See introductory remarks.

2. By principles taught in division:—
   (a) To find product,—multiply factors together.
   (b) To find the missing factor,—divide product by factors.
   (c) Rules—Deduced from "a" and "b":—
      (1) If the percentage is not given, multiply to get it.
      (2) If the percentage is given, divide it by the factors.
      (3) Problems to illustrate.

NOTE.—The above reduces the work in percentage to reading the problem correctly. When this is done, the required term will be evident. For such as have not the ability to visualize transactions, the key-hint given below might be used while this power is being developed.
"Key-hint":—In problems in percentage, the *base* follows the word "of."

TUESDAY.

(d) Problems showing applications.
(1) Commission.
(2) Profit and Loss.
(3) Insurance.
(4) Taxes.

WEDNESDAY.

(5) Interest.
(6) Discount.
(7) Trade discount.

V. MEASUREMENTS.

1. Teachers should develop with objects square measure and cubic measure from linear measure.
(a) Discuss: "Length multiplied by breadth gives square contents."
(b) Have teachers measure and stake out a square rod, and an acre of land. Using these as a measure of comparison, estimate the areas of certain fields or parts of fields.
2. Areas.
(a) Rectangle.
(b) Parallelogram.
(c) Triangle.
(d) Trapezoid.

TUESDAY.

VI. THE CIRCLE.

(1) Circumference.
(2) Area
(a) If radius=1, Area=3.1416.
(b) Areas are as their like measurements squared.

WEDNESDAY.

VII. MISCELLANEOUS.

BOTANY.

NOTE.—This work should be based upon actual observation as far as possible. Instructors will carefully discriminate between those things that may be used in nature study, and those things that are wholly scientific.

Each member of the class should be provided with the following:—
(1) A sharp, thin bladed pocket knife.
(2) A pair of small forceps for holding parts.
(3) A hand microscope and some common needles set in bone or wooden handles.
(Old crochet hooks may be utilized for handles.)

MONDAY.

I. DEFINE BOTANY AND DISCUSS ITS UTILITY.

II. THE CELL.

1. Characteristics of protoplasm:—
(a) Absorption.
(b) Excretion.
(c) Reproduction and growth.
(d) Powers.
(e) Contractility.
(f) Irritability.

TUESDAY.

III. THE PLANT.—KINDS, PARTS, NOURISHMENT.

1. Roots:—
   (a) Kinds.
   (b) Structure.

WEDNESDAY.

2. Stems:—
   (a) Form of growth.
   (b) Structure.
   (c) { Circulation. / Storage.
   (d) { Vernation. / Arrangement.

3. Leaves:—
   (a) Uses.
   (b) Forms.
   (c) Veining.
   (d) Movements.
   (e) Peculiar forms and uses.
   (f) Structure.
   (g) Arrangement.

THURSDAY.

IV. INFLORESCENCE.

1. Position of buds.
2. Clusters.
3. Determinate.
4. Indeterminate.

V. THE FLOWER.

1. Purpose of parts.
2. Arrangement.
3. Structure:—
   (a) Perfect.
   (b) Imperfect.
4. Fertilization.

FRIDAY.

VI. FRUITS.

1. Kinds.
2. Forms.
3. Uses.

MONDAY.

VII. GENERAL STUDY AND OBSERVATION.

1. Weeds.
2. How plants protect themselves.
3. Uses of plants by man.

VIII. MEANING OF GENERAL TERMS USED IN CLASSIFICATION.

1. Class.
2. Order.
3. Genus.
4. Species.
5. Varieties.

TUESDAY AND WEDNESDAY.

IX. GERMINATION.—EXAMPLES.

1. Bean.
2. Pea.
3. Acorn.
4. Wheat.

NOTE.—Study the embryo and its development. These seeds should be planted at the beginning of the institute and observed as they develop.

CIVIL GOVERNMENT.

The discussion of this subject should aim at more than a mere *text-book* knowledge of constitutions and laws. It should lead the teacher out into the field of the *why;* it should emphasize the necessity of the various departments being independent; it should put before the teacher the necessity of honesty in politics, and it should impress upon each teacher the need of his personal contribution to a better citizenship by putting into the minds of his pupils correct ideas of government and citizenship.

To this end there should be free discussion. Short papers might be prepared upon some of the fundamental principles of our government, or a general discussion arranged, etc. It is not so much the conclusions reached as the stirring of the soil of thought.

MONDAY.

I. GOVERNMENT.

1. Kinds.
2. Functions of government:—
   (a) Secure justice.
   (b) Aid progress.
   (c) Preserve society.
3. Duties of citizens.
4. Departments:—
   (a) Legislative.
   (b) Judicial.
   (c) Executive.

II. DIVISIONS OF THE WORK OF GOVERNMENT.

1. Local government.
   (a) Functions.
      (1) Care of the poor.
      (2) Roads.
      (3) Taxes.
      (4) Elections.
      (5) Schools.

TUESDAY.

2. Types:—Relative importance to each. Growing importance of city.
   (a) Township.
   (b) County.
   (c) City.
3. Contrast the relation of the government of the township, county, and city to the State; and the government of Michigan to the national government.
4. Study the growth of the state government with respect to necessary changes from colony to territory, and from territory to state.

WEDNESDAY.

III. CITIZENSHIP.

1. What is a citizen?
2. Distinguish between citizen and alien; between citizen and elector.
3. How citizenship is secured.
4. Rights of citizens.
5. Duties of citizens.
6. A good citizen.

THURSDAY.

IV. TAXES.

1. Necessity.
2. Different methods:—
   (a) General.
   (b) Specific.
   (c) Income.
   (d) Single.
3. Essentials of a just tax:—
   (a) Necessary.
   (b) Equitable.
   (c) Shared by all.

V. QUESTIONS TO BE DISCUSSED.

1. Government of our new possessions.
2. City ownership.
3. Ship subsidies.
4. Civil service reform.
5. Inter ocean canal.

UNITED STATES GOVERNMENT.

A. EXECUTIVE DEPARTMENT.

FRIDAY.

I. PRESIDENT.

1. How elected.
2. Term of office.
3. Eligibility.
4. Salary.
5. Powers and duties:—
   (a) Military.
   (b) With reference to Congress:—
      (1) Convening.
      (2) Messages.
      (3) Signing bills.
      (4) Veto power:—
         (a) How limited.
         (b) Pocket veto.
   (c) Cabinet:—
      (1) Titles.
      (2) Salary.
   (d) Appointments.
   (e) Commissions.
   (f) Treaties.
   (g) Reprieves and pardons.

II. VICE PRESIDENT.

1. How elected.
2. Term of office.
3. Eligibility.
4. Salary and duties.

III. PRESIDENTIAL SUCCESSION.

IV. DUTIES OF EXECUTIVE DEPARTMENT.

1. Department of State.
2. Treasury Department.
3. Department of War.
4. Department of Justice.
5. Post Office Department.
6. Navy Department.
7. Department of Interior.
8. Department of Agriculture.

B. LEGISLATIVE DEPARTMENT.

MONDAY.

V. SENATE.

1. Number.
2. How elected; vacancies filled.
3. Term.
4. Eligibility.
5. Salary.
6. Presiding officer.
7. Powers with reference to:—
   (a) Presidential appointments.
   (b) Treaties.
   (c) Election of presiding officer.
   (d) Election of Vice President of United States.
   (e) Impeachments.

VI. HOUSE OF REPRESENTATIVES.

1. Number.
2. How elected; vacancies, how filled.
3. Term.
4. Eligibility.
5. Salary of:—
   (a) Speaker.
   (b) Member.
6. Powers with reference to:—
   (a) Election of speaker.
   (b) Election of President of United States.
   (c) Impeachments.
   (d) Originating bills.

VII. CONGRESS.

1. Composition.
2. Duration.
3. Sessions:—
   (a) Regular.
   (b) Special.
4. Membership. (Qualifications.)
5. Powers with reference to:—
   (a) Raising and distributing revenues.
   (b) Money.
   (c) Weights and measures.
   (d) Commerce.
   (e) War:—
      (1) Army.
      (2) Navy.
   (f) Post offices and post roads.
   (g) Patent and copyright laws.
   (h) Naturalization.
   (i) Bankruptcy.

WEDNESDAY.

III. CITIZENSHIP.

1. What is a citizen?
2. Distinguish between citizen and alien; between citizen and elector.
3. How citizenship is secured.
4. Rights of citizens.
5. Duties of citizens.
6. A good citizen.

THURSDAY.

IV. TAXES.

1. Necessity.
2. Different methods:—
   (a) General.
   (b) Specific.
   (c) Income.
   (d) Single.
3. Essentials of a just tax:—
   (a) Necessary.
   (b) Equitable.
   (c) Shared by all.

V. QUESTIONS TO BE DISCUSSED.

1. Government of our new possessions.
2. City ownership.
3. Ship subsidies.
4. Civil service reform.
5. Inter ocean canal.

UNITED STATES GOVERNMENT.

A. EXECUTIVE DEPARTMENT.

FRIDAY.

I. PRESIDENT.

1. How elected.
2. Term of office.
3. Eligibility.
4. Salary.
5. Powers and duties:—
   (a) Military.
   (b) With reference to Congress:—
      (1) Convening.
      (2) Messages.
      (3) Signing bills.
      (4) Veto power:—
         (a) How limited.
         (b) Pocket veto.
   (c) Cabinet:—
      (1) Titles.
      (2) Salary.
   (d) Appointments.
   (e) Commissions.
   (f) Treaties.
   (g) Reprieves and pardons.

II. VICE PRESIDENT.

1. How elected.
2. Term of office.
3. Eligibility.
4. Salary and duties.

III. PRESIDENTIAL SUCCESSION.

IV. DUTIES OF EXECUTIVE DEPARTMENT.

1. Department of State.
2. Treasury Department.
3. Department of War.
4. Department of Justice.
5. Post Office Department.
6. Navy Department.
7. Department of Interior.
8. Department of Agriculture.

B. LEGISLATIVE DEPARTMENT.

MONDAY.

V. SENATE.

1. Number.
2. How elected; vacancies filled.
3. Term.
4. Eligibility.
5. Salary.
6. Presiding officer.
7. Powers with reference to:—
   (a) Presidential appointments.
   (b) Treaties.
   (c) Election of presiding officer.
   (d) Election of Vice President of United States.
   (e) Impeachments.

VI. HOUSE OF REPRESENTATIVES.

1. Number.
2. How elected; vacancies, how filled.
3. Term.
4. Eligibility.
5. Salary of:—
   (a) Speaker.
   (b) Member.
6. Powers with reference to:—
   (a) Election of speaker.
   (b) Election of President of United States.
   (c) Impeachments.
   (d) Originating bills.

VII. CONGRESS.

1. Composition.
2. Duration.
3. Sessions:—
   (a) Regular.
   (b) Special.
4. Membership. (Qualifications.)
5. Powers with reference to:—
   (a) Raising and distributing revenues.
   (b) Money.
   (c) Weights and measures.
   (d) Commerce.
   (e) War:—
      (1) Army.
      (2) Navy.
   (f) Post offices and post roads.
   (g) Patent and copyright laws.
   (h) Naturalization.
   (i) Bankruptcy.

(j) Punishment of crimes.
(k) Courts.
(l) The militia.
(m) Admission of new states.
(n) Government of territories.
(o) District of Columbia, public lands, buildings, forts, and navy yards.
(p) Enactment of laws.

C. JUDICIAL DEPARTMENT.

TUESDAY.

VIII. JUDGES OF UNITED STATES COURTS.
1. Appointment.
2. The chief justice. Special duty in cases of impeachment.
3. Tenure of office:—
   (a) Retirement.
   (b) How removed.

IX. THE SUPREME COURT OF THE UNITED STATES.
1. Members.
2. Salaries.
3. Terms of court.
4. Jurisdiction:—
   (a) Original.
   (b) Appellate.

X. INFERIOR COURTS.
1. Court of appeals:—
   (a) Composition.
   (b) Number.
   (c) Duties.
2. United States circuit courts:—
   (a) Composition.
   (b) Number of courts.
   (c) Salaries.
3. United States district courts:—
   (a) Composition.
   (b) Number.
   (c) Salaries.
4. United States court of claims:—
   (a) Composition.
   (b) Salary.
5. Local courts:—
   (a) District of Columbia:—
      (1) Supreme court.
      (2) Court of appeals.
   (b) Territorial courts:—
      (1) In organized territories.
      (2) In Indian Territory
   (c) In Hawaii, Porto Rico, and Philippines.

WEDNESDAY.

XI. MISCELLANEOUS.

GENERAL HISTORY.

As a proper appreciation of the cause of the American Revolution rests upon a knowledge of the struggle for representative government and personal liberty in England, it is thought best to confine the work in general history to the study first, of this particular idea, and second, of the relations of England and France to the colonies during this period of strife. It seems scarcely necessary to suggest that the struggle was not an American product, but rather an inheritance; also that the colonists were not the first rebellious subjects the English kings had known.

A. OUR POLITICAL INHERITANCE.

I. MAGNA CHARTA OR THE GREAT CHARTER.

1. Character of King John.
2. Quarrel with the Pope.
3. Submission to the Pope and degradation of his kingdom.
4. Uprising of the barons.
5. Runnymede.

One of the essential clauses of the Magna Charta:—

"No freeman shall be taken or imprisoned or be dispossessed, or be outlawed, or exiled, or any otherwise destroyed; nor will we pass upon him, nor let pass upon him, unless by lawful judgment of his peers, or by the law of the land. We will sell to no man we will not deny or delay to man justice or right."

II. THE HOUSE OF COMMONS.—A STEP IN DEMOCRACY.—1265.

1. The famine of 1257.
2. "The Provisions of Oxford."
3. The battle of Lewes.
4. The English Commons in Parliament.

III. THE SECOND GREAT CHARTER.

1. The Parliament of 1626.
2. The Parliament of 1628:—
   (a) The "Petition of Rights."
   (b) The submission of the King.

IV. THE REVOLUTION OF 1642.—THE TEST OF RIGHTS.

1. James I.
2. Charles I.
   (a) "Long Parliament."
      1. Struggle with the King.
      2. Abolition of Star Chamber and High Commission Courts.
      3. Attempted arrest of the five members.
   (b) Civil war:—
      1. Oliver Cromwell.
      2. "New Model."
      3. Marston Moor and Naseby.
   (c) Trial and execution of the King.
   (d) The Commonwealth:—
      1. Charles II. and the Scots.
      2. Battle of Worcester and flight of Charles II.
      3. Dissolution of the Long Parliament.

V. JAMES II AND LOUIS XIV.

1. Revocation of the Edict of Nantes.
2. England's standing army.
3. Invitation to William of Orange.

VI. WILLIAM AND MARY.

1. The Bill of Rights:—
   (a) Contained a resolution of Parliament to assert ancient rights and liberties.
   (b) Denied King's right to suspend laws, exact money, or raise an army without the consent of Parliament.
   (c) Asserted right of petition; free choice of representatives in Parliament; the right to a free administration of justice; liberty of debate.
   (d) Bound new sovereign to maintain the protestant religion and the laws and liberties of the realm.
   (e) Declared William and Mary King and Queen of England.

B. THE STRUGGLE IN AMERICA.

I. THE REVOLUTION.

II. FRIENDS OF AMERICA.

1. In England:—
   (a) Pitt.
   (b) Shelbourne.
2. In France:—
   (a) Lafayette.
   (b) Talleyrand.

III. GEORGE III.

C. CONTEMPORANEOUS FRENCH HISTORY.

I. THE STRUGGLE FOR THE SAME IDEA.

1. Preceding and during the American Revolution.
2. French sympathy for America.
3. The French Revolution:—
   (a) Immediate causes.
   (b) General Assembly.
   (c) Relation of classes.
   (d) Attitude of the King.
   (e) Execution of the King.

II. NAPOLEON.

1. In Italy.
2. In Egypt.
3. Marengo.
4. Amiens.
5. The Empire.
6. Sale of Louisiana.
7. Berlin and Milan decrees.
8. Austerlitz.
9. Russian campaign.
10. Waterloo.
11. Abdication.
12. His place in history.

GEOGRAPHY.

The subjects emphasized in geography are usually determined by the teacher's point of view. If he considers geography of *place* the important thing, he will give much attention to map study; if commercial geography, he will study cities, products, manufactures, etc. But the reasons for putting any study into the school should not be determined by its relations to active life alone. The roots lie deeper; they penetrate to the very life and growth of the child's mind. The crucial question

which any subject must answer satisfactorily to justify its place in the school curriculum is this, "What will it add to the growth of the child?" Ask this question regarding geography and the answer is: It affords greater opportunity for the development of the powers of observation than any other study taught in the rural schools; and it also develops the creative faculty of the human mind—the imagination, without which no progress is possible in the sciences, in the arts or in manufactures. This being true it is one of the most valuable subjects taught in the rural schools. It is clear, however, that its teaching must be such as to create activity in these fields, or its mental benefits will be lost and its value as a factor in mental development lost.

In the primary work outlined below, it is expected that the instructor will discuss the topics and methods as they would apply in the rural school. It should be remembered that the first work in geography is to be done before a text-book is put into the hands of the pupil.

MONDAY.

I. TOPICS FOR DISCUSSION.

1. Aim,—To show relation between the earth and the life it supports.
2. Relation to history.
3. Relation to progress of civilization.

NOTE.—Geography is the real or imaginary traveling over the earth with our eyes open. The central idea in this definition is travel. The pupil must travel, either really or by imagination.

TUESDAY.

II. METHODS OF TEACHING.

Primary—First three years:—

1. First steps:—
   - (a) First work conversational. Use of objects.
   - (b) Pictures.
   - (c) How best to use material at hand.
   - (d) Logical study of places:—
     - (1) Create an interest in the place.
     - (2) Give location and history.

WEDNESDAY.

2. Home geography.
   - (a) Products:—
     - (1) Food and related occupations.
     - (2) Buildings and related occupations.
     - (3) Clothing—home made.
   - (b) Trade or commerce:—
     - (1) Roads.
     - (2) Bridges.
     - (3) Railroads.

THURSDAY.

   - (c) Class excursions:—
     - (1) To the mill, shop, store.
     - (2) To the bluff, cave, stream, waterfall, lake, woods, etc.
     - (3) To the wheatfield, cornfield, meadow, garden.
   - (d) When?
   - (e) What to look for?
3. Foreign products used in the home:—
   - (a) Foods.
   - (b) Clothing.
   - (c) Furniture.
   - (d) Where produced.

FRIDAY.

(e) Hand-work:—
(1) Clay modeling.
(2) Sand board.
(3) Pulp maps.

MONDAY.

4. The map:—
(a) Directions.
(b) Scale.
(c) Elevations:—
(1) Mountains.
(2) Plateaus.
(3) "The Divide."
(d) Rivers:—
(1) Source and direction.
(2) Banks.
(3) Bed.

TUESDAY.

5. Map drawing:—
(a) School ground.
(b) Township:—
(1) Boundaries.
(2) Sections.
(3) U. S. survey:—
(a) No. township.
(b) Range.
(c) Division of section.
(c) County:—
(a) Boundaries.
(b) Townships.
(c) Streams.
(d) Large city.

WEDNESDAY.

III. FIELD GEOGRAPHY.

1. Industries where institute is held.

SUGGESTION.—If possible some of these should be visited, observations made, amount and value of product noted, and instruction given to teachers in handling classes during such visits.

2. Kinds of soil:—
(a) Loam.
(b) Sand.
(c) Gravel.
(d) Clay.
3. Tests of each kind by planting in it different seeds.
4. Plant-life found upon each kind of soil.
5. Commercial uses of soils:—
(a) Gravel.
(b) Sand.
(c) Clay.
(d) Marl.

NOTE.—If the instructor cannot take the teachers to the fields, he should encourage them to make observations, and bring specimens to the institute. There is usually a good opportunity to study soils in the school yard.

ADVANCED GEOGRAPHY.

MONDAY.

IV. USES OF APPARATUS.

1. Blackboard:—
   (a) In illustrating divisions of land and water.
   (b) In map drawing.
   (c) In outlining the study of a county by topics.

NOTE.—With chalk in hand and a clean blackboard let the instructor call from the teachers the salient facts concerning the geography of the county in which the institute is held. Make free hand sketch to a scale, locating townships, railroads, cities, villages, rivers, schoolhouses, etc.; the teachers at the same time developing the same map in their exercise books. Teachers in the institute should perform the problems given below.

TUESDAY.

2. The globe:—
   (a) Study of geometrical terms.
      (1) Points, lines, surfaces, solids, parallels.
      (2) Angles.
   (b) The earth:—
      (1) Shape.—Proofs.
      (2) Horizon.
      (3) Varying lengths of a degree of longitude.
      (4) Axis.
      (5) Day and night.
      (6) Seasons.
   (c) Simple astronomical phenomena.
      (1) North star and relation to north pole.
      (2) "Big Dipper" and its movement. What the movement really shows.
      (3) Daily variation of the time at which any fixed star crosses the meridian. What this variation really shows.
      (4) The moon:—
      (a) Changes.
      (b) Eclipses.
      (c) "Running high or low."

SUGGESTION.—Much interesting information can be gathered in studying the almanac

WEDNESDAY.

   (d) Latitude and longitude:—
      (1) Of selected cities.
      (2) Given latitude of a city, to find other cities having the same latitude.
      (3) Given latitude and longitude of a city, to find the city.
      (4) To find the difference of longitude between any two places.
      (5) To find the difference of latitude between any two places.
      (6) To find the direct distance in miles between any two places.
      (7) To find the difference in time between any two places.

NOTE.—An equatorial degree equals 60 geographical or 69.1 statute miles.

      (8) To find all those places situated at a given number of miles from a given place.
      (9) Given the latitude or longitude of a place A, and its distance from a given place B, to find A.
   (e) Standard time.

WEDNESDAY.

III. CITIZENSHIP.

1. What is a citizen?
2. Distinguish between citizen and alien; between citizen and elector.
3. How citizenship is secured.
4. Rights of citizens.
5. Duties of citizens.
6. A good citizen.

THURSDAY.

IV. TAXES.

1. Necessity.
2. Different methods:—
   (a) General.
   (b) Specific.
   (c) Income.
   (d) Single.
3. Essentials of a just tax:—
   (a) Necessary.
   (b) Equitable.
   (c) Shared by all.

V. QUESTIONS TO BE DISCUSSED.

1. Government of our new possessions.
2. City ownership.
3. Ship subsidies.
4. Civil service reform.
5. Inter ocean canal.

UNITED STATES GOVERNMENT.

A. EXECUTIVE DEPARTMENT.

FRIDAY.

I. PRESIDENT.

1. How elected.
2. Term of office.
3. Eligibility.
4. Salary.
5. Powers and duties:—
   (a) Military.
   (b) With reference to Congress:—
      (1) Convening.
      (2) Messages.
      (3) Signing bills.
      (4) Veto power:—
         (a) How limited.
         (b) Pocket veto.
   (c) Cabinet:—
      (1) Titles.
      (2) Salary.
   (d) Appointments.
   (e) Commissions.
   (f) Treaties.
   (g) Reprieves and pardons.

II. VICE PRESIDENT.

1. How elected.
2. Term of office.
3. Eligibility.
4. Salary and duties.

III. PRESIDENTIAL SUCCESSION.

IV. DUTIES OF EXECUTIVE DEPARTMENT.

1. Department of State.
2. Treasury Department.
3. Department of War.
4. Department of Justice.
5. Post Office Department.
6. Navy Department.
7. Department of Interior.
8. Department of Agriculture.

B. LEGISLATIVE DEPARTMENT.

MONDAY.

V. SENATE.

1. Number.
2. How elected; vacancies filled.
3. Term.
4. Eligibility.
5. Salary.
6. Presiding officer.
7. Powers with reference to:—
   (a) Presidential appointments.
   (b) Treaties.
   (c) Election of presiding officer.
   (d) Election of Vice President of United States.
   (e) Impeachments.

VI. HOUSE OF REPRESENTATIVES.

1. Number.
2. How elected; vacancies, how filled.
3. Term.
4. Eligibility.
5. Salary of:—
   (a) Speaker.
   (b) Member.
6. Powers with reference to:—
   (a) Election of speaker.
   (b) Election of President of United States.
   (c) Impeachments.
   (d) Originating bills.

VII. CONGRESS.

1. Composition.
2. Duration.
3. Sessions:—
   (a) Regular.
   (b) Special.
4. Membership. (Qualifications.)
5. Powers with reference to:—
   (a) Raising and distributing revenues.
   (b) Money.
   (c) Weights and measures.
   (d) Commerce.
   (e) War:—
      (1) Army.
      (2) Navy.
   (f) Post offices and post roads.
   (g) Patent and copyright laws.
   (h) Naturalization.
   (i) Bankruptcy.

(j) Punishment of crimes.
(k) Courts.
(l) The militia.
(m) Admission of new states.
(n) Government of territories.
(o) District of Columbia, public lands, buildings, forts, and navy yards.
(p) Enactment of laws.

C. JUDICIAL DEPARTMENT.

TUESDAY.

VIII. JUDGES OF UNITED STATES COURTS.
1. Appointment.
2. The chief justice. Special duty in cases of impeachment.
3. Tenure of office:—
   (a) Retirement.
   (b) How removed.

IX. THE SUPREME COURT OF THE UNITED STATES.
1. Members.
2. Salaries.
3. Terms of court.
4. Jurisdiction:—
   (a) Original.
   (b) Appellate.

X. INFERIOR COURTS.
1. Court of appeals:—
   (a) Composition.
   (b) Number.
   (c) Duties.
2. United States circuit courts:—
   (a) Composition.
   (b) Number of courts.
   (c) Salaries.
3. United States district courts:—
   (a) Composition.
   (b) Number.
   (c) Salaries.
4. United States court of claims:—
   (a) Composition.
   (b) Salary.
5. Local courts:—
   (a) District of Columbia:—
      (1) Supreme court.
      (2) Court of appeals.
   (b) Territorial courts:—
      (1) In organized territories.
      (2) In Indian Territory
   (c) In Hawaii, Porto Rico, and Philippines.

WEDNESDAY.

XI. MISCELLANEOUS.

GENERAL HISTORY.

As a proper appreciation of the cause of the American Revolution rests upon a knowledge of the struggle for representative government and personal liberty in England, it is thought best to confine the work in general history to the study first, of this particular idea, and second, of the relations of England and France to the colonies during this period of strife. It seems scarcely necessary to suggest that the struggle was not an American product, but rather an inheritance; also that the colonists were not the first rebellious subjects the English kings had known.

A. OUR POLITICAL INHERITANCE.

I. MAGNA CHARTA OR THE GREAT CHARTER.

1. Character of King John.
2. Quarrel with the Pope.
3. Submission to the Pope and degradation of his kingdom.
4. Uprising of the barons.
5. Runnymede.

One of the essential clauses of the Magna Charta:—

"No freeman shall be taken or imprisoned or be dispossessed, or be outlawed, or exiled, or any otherwise destroyed; nor will we pass upon him, nor let pass upon him, unless by lawful judgment of his peers, or by the law of the land. We will sell to no man we will not deny or delay to man justice or right."

II. THE HOUSE OF COMMONS.—A STEP IN DEMOCRACY.—1265.

1. The famine of 1257.
2. "The Provisions of Oxford."
3. The battle of Lewes.
4. The English Commons in Parliament.

III. THE SECOND GREAT CHARTER.

1. The Parliament of 1626.
2. The Parliament of 1628:—
   (a) The "Petition of Rights."
   (b) The submission of the King.

IV. THE REVOLUTION OF 1642.—THE TEST OF RIGHTS.

1. James I.
2. Charles I.:
   (a) "Long Parliament."
      1. Struggle with the King.
      2. Abolition of Star Chamber and High Commission Courts.
      3. Attempted arrest of the five members.
   (b) Civil war:—
      1. Oliver Cromwell.
      2. "New Model."
      3. Marston Moor and Naseby.
   (c) Trial and execution of the King.
   (d) The Commonwealth:—
      1. Charles II. and the Scots.
      2. Battle of Worcester and flight of Charles II.
      3. Dissolution of the Long Parliament.

V. JAMES II AND LOUIS XIV.

1. Revocation of the Edict of Nantes.
2. England's standing army.
3. Invitation to William of Orange.

VI. William and Mary.
1. The Bill of Rights:—
(a) Contained a resolution of Parliament to assert ancient rights and liberties.
(b) Denied King's right to suspend laws, exact money, or raise an army without the consent of Parliament.
(c) Asserted right of petition; free choice of representatives in Parliament; the right to a free administration of justice; liberty of debate.
(d) Bound new sovereign to maintain the protestant religion and the laws and liberties of the realm.
(e) Declared William and Mary King and Queen of England.

B. THE STRUGGLE IN AMERICA.

I. The Revolution.

II. Friends of America.
1. In England:—
(a) Pitt.
(b) Shelbourne.
2. In France:—
(a) Lafayette.
(b) Talleyrand.

III. George III.

C. CONTEMPORANEOUS FRENCH HISTORY.

I. The Struggle for the Same Idea.
1. Preceding and during the American Revolution.
2. French sympathy for America.
3. The French Revolution:—
(a) Immediate causes.
(b) General Assembly.
(c) Relation of classes.
(d) Attitude of the King.
(e) Execution of the King.

II. Napoleon.
1. In Italy.
2. In Egypt.
3. Marengo.
4. Amiens.
5. The Empire.
6. Sale of Louisiana.
7. Berlin and Milan decrees.
8. Austerlitz.
9. Russian campaign.
10. Waterloo.
11. Abdication.
12. His place in history.

GEOGRAPHY.

The subjects emphasized in geography are usually determined by the teacher's point of view. If he considers geography of *place* the important thing, he will give much attention to map study; if commercial geography, he will study cities, products, manufactures, etc. But the reasons for putting any study into the school should not be determined by its relations to active life alone. The roots lie deeper; they penetrate to the very life and growth of the child's mind. The crucial question

which any subject must answer satisfactorily to justify its place in the school curriculum is this, "What will it add to the growth of the child?" Ask this question regarding geography and the answer is: It affords greater opportunity for the development of the powers of observation than any other study taught in the rural schools; and it also develops the creative faculty of the human mind—the imagination, without which no progress is possible in the sciences, in the arts or in manufactures. This being true it is one of the most valuable subjects taught in the rural schools. It is clear, however, that its teaching must be such as to create activity in these fields, or its mental benefits will be lost and its value as a factor in mental development lost.

In the primary work outlined below, it is expected that the instructor will discuss the topics and methods as they would apply in the rural school. It should be remembered that the first work in geography is to be done before a text-book is put into the hands of the pupil.

MONDAY.

I. TOPICS FOR DISCUSSION.

1. Aim,—To show relation between the earth and the life it supports.
2. Relation to history.
3. Relation to progress of civilization.

NOTE.—Geography is the real or imaginary traveling over the earth with our eyes open. The central idea in this definition is travel. The pupil must travel, either really or by imagination.

TUESDAY.

II. METHODS OF TEACHING.

Primary—First three years:—

1. First steps:—
   - (a) First work conversational. Use of objects.
   - (b) Pictures.
   - (c) How best to use material at hand.
   - (d) Logical study of places:—
     - (1) Create an interest in the place.
     - (2) Give location and history.

WEDNESDAY.

2. Home geography.
   - (a) Products:—
     - (1) Food and related occupations.
     - (2) Buildings and related occupations.
     - (3) Clothing—home made.
   - (b) Trade or commerce:—
     - (1) Roads.
     - (2) Bridges.
     - (3) Railroads.

THURSDAY.

   - (c) Class excursions:—
     - (1) To the mill, shop, store.
     - (2) To the bluff, cave, stream, waterfall, lake, woods, etc.
     - (3) To the wheatfield, cornfield, meadow, garden.
   - (d) When?
   - (e) What to look for?
3. Foreign products used in the home:—
   - (a) Foods.
   - (b) Clothing.
   - (c) Furniture.
   - (d) Where produced.

FRIDAY.

(e) Hand-work:—
(1) Clay modeling.
(2) Sand board.
(3) Pulp maps.

MONDAY.

4. The map:—
(a) Directions.
(b) Scale.
(c) Elevations:—
(1) Mountains.
(2) Plateaus.
(3) "The Divide."
(d) Rivers:—
(1) Source and direction.
(2) Banks.
(3) Bed.

TUESDAY.

5. Map drawing:—
(a) School ground.
(b) Township:—
(1) Boundaries.
(2) Sections.
(3) U. S. survey:—
(a) No. township.
(b) Range.
(c) Division of section.
(c) County:—
(a) Boundaries.
(b) Townships.
(c) Streams.
(d) Large city.

WEDNESDAY.

III. FIELD GEOGRAPHY.

1. Industries where institute is held.

SUGGESTION.—If possible some of these should be visited, observations made, amount and value of product noted, and instruction given to teachers in handling classes during such visits.

2. Kinds of soil:—
(a) Loam.
(b) Sand.
(c) Gravel.
(d) Clay.
3. Tests of each kind by planting in it different seeds.
4. Plant-life found upon each kind of soil.
5. Commercial uses of soils:—
(a) Gravel.
(b) Sand.
(c) Clay.
(d) Marl.

NOTE.—If the instructor cannot take the teachers to the fields, he should encourage them to make observations, and bring specimens to the institute. There is usually a good opportunity to study soils in the school yard.

ADVANCED GEOGRAPHY.

MONDAY.

IV. USES OF APPARATUS.

1. Blackboard:—
   (a) In illustrating divisions of land and water.
   (b) In map drawing.
   (c) In outlining the study of a county by topics.

NOTE.—With chalk in hand and a clean blackboard let the instructor call from the teachers the salient facts concerning the geography of the county in which the institute is held. Make free hand sketch to a scale, locating townships, railroads, cities, villages, rivers, schoolhouses, etc.; the teachers at the same time developing the same map in their exercise books. Teachers in the institute should perform the problems given below.

TUESDAY.

2. The globe:—
   (a) Study of geometrical terms.
      (1) Points, lines, surfaces, solids, parallels.
      (2) Angles.
   (b) The earth:—
      (1) Shape.—Proofs.
      (2) Horizon.
      (3) Varying lengths of a degree of longitude.
      (4) Axis.
      (5) Day and night.
      (6) Seasons.
   (c) Simple astronomical phenomena.
      (1) North star and relation to north pole.
      (2) "Big Dipper" and its movement. What the movement really shows.
      (3) Daily variation of the time at which any fixed star crosses the meridian. What this variation really shows.
      (4) The moon:—
      (a) Changes.
      (b) Eclipses.
      (c) "Running high or low."

SUGGESTION.—Much interesting information can be gathered in studying the almanac

WEDNESDAY.

   (d) Latitude and longitude:—
      (1) Of selected cities.
      (2) Given latitude of a city, to find other cities having the same latitude.
      (3) Given latitude and longitude of a city, to find the city.
      (4) To find the difference of longitude between any two places.
      (5) To find the difference of latitude between any two places.
      (6) To find the direct distance in miles between any two places.
      (7) To find the difference in time between any two places.

NOTE.—An equatorial degree equals 60 geographical or 69.1 statute miles.

      (8) To find all those places situated at a given number of miles from a given place.
      (9) Given the latitude or longitude of a place A, and its distance from a given place B, to find A.
   (e) Standard time.

THURSDAY.

3. The map:—
   (a) To illustrate the physical features:—
      (1) Mountains, plateaus.
      (2) Rivers, valleys.
   (b) In the study of climate, rainfall, etc.
   (c) In the study of divisions of land and water.
   (d) In locating products: —
      (1) Vegetable.
      (2) Mineral.
      (3) Animal.
      (4) Product maps.

NOTE.—The map should finally "stand out," and the pupil should image the varying surfaces, seeing the slopes, the mountains, the rivers; and products should be imaged until each is associated unconsciously with its locality.

FRIDAY.

V. OCCUPATIONS.
   1. Agriculture:—
      (a) Conditions determining.
      (b) Distribution of products.
      (c) Study of various agricultural processes.
   2. Mining:—
      (a) Conditions determining.
      (b) Locating chief mining regions.

MONDAY.

   3. Manufacturing:—
      (a) Conditions determining chief region.
      (b) Principal products and processes used.
   4. Commerce:—
      (a) Conditions determining.
      (b) Routes of commerce and articles exchanged.

TUESDAY.

VI. DISTRIBUTION OF POPULATION.
   1. Relation of occupation to distribution and density of population.
   2. Cities.—The conditions determining location and growth.
   3. Study of a selected city as a type.

WEDNESDAY.

VII. OUR NEW POSSESSIONS.
   1. Hawaii:—
      (a) Location, size.
      (b) Soil, climate, products.
      (c) People.
      (d) Education.
      (e) History.
   2. Porto Rico:—
      (a) Location, size.
      (b) Soil, climate, products
      (c) People.
      (d) Education.
      (e) History.
   3. The Philippines:—
      (a) Location, size.
      (b) Soil, climate, products.
      (c) People.
      (d) Education.
      (e) History.

LANGUAGE.

The order of the outline in language has been arranged with reference to topic rather than grade. Teachers should consult Course of Study for grading the work. Instructors should bear in mind the limitations of teachers in rural schools—multiplicity of classes, lack of material, etc.—and give instruction in such methods as are usable under such conditions. Special emphasis should be placed upon oral work. This implies *special preparation* of *oral* exercises, that may be given to teachers for their use in school work.

MONDAY.

I. Discussion of Some of the Following.

1. Vocabulary of the six-year-old child:—
   (a) Extent and classification.
   (b) How acquired.
   (c) Enlargement.
   (d) Use.
2. First steps in language teaching:—
   (a) How to ascertain child's vocabulary.
   (b) Effect of home environments.
   (c) Teaching, oral or written, which?
3. Child's tendencies in language:—
   (a) To abridge.
   (b) To incomplete pronunciation.
   (c) To incorrect form of sentences.
   (d) What teacher should do.

Note.—Discuss the tendency to overdo the matter of correcting the child's language.

TUESDAY.

II. Methods in Oral Work.

1. The question and answer.
2. Teacher's language:—
   (a) Simple words.
   (b) Short sentences.
   (c) Correct.
3. The "complete statement:"—
   (a) When to use it; when not.
   (b) Its evils.

Note.—This much abused device in oral language work should be carefully discussed. Teachers should see to it that the spontaneity of the child be preserved at all hazards. *What* is said is more than the *way* it is said.

WEDNESDAY.

III. Story Telling.

1. Its place in language work.
2. Value to child life.
3. Suitable stories; unsuitable.
4. How to tell a story; illustrations by instructor; by teachers.

THURSDAY.

IV. Stories by the Child.

1. Reproduction.
2. From pictures.
3. From objects.

FRIDAY.

4. The paragraph:—
   (a) The object.
   (b) Short statements.
   (c) Combining statements.
   (d) Discussion and criticism.
5. Travels or journeys:—
   (a) Real.
   (b) Imaginary.

MONDAY.

V. FORMAL LANGUAGE, WRITTEN WORK.
1. Uses of nouns:—
   (a) In singular or plural form.
   (b) In possessive form.
2. Uses of verbs:—
   (a) Various forms of verbs *be, see, lie (to recline), lay, etc.*
3. Uses of pronouns:—
   (a) Personal.
   (b) Relative.

TUESDAY.

4. Contractions:—
   (a) Isn't, aren't, weren't, etc.
   (b) 'Tis, 'twill, 'tisn't, etc.
5. Quotations.

WEDNESDAY.

6. Letter writing or general discussion.

GRAMMAR.

In preparing the outline for grammar, one thing has been constantly kept in mind: viz., that technical grammar properly taught bears directly upon individual judgments. Grammar is too often taught as if it were a mass of precedents which it were heresy to violate. In my opinion, no subject taught in the rural schools can more quickly give assurance to a young person in formulating his own ideas and arriving at original conclusions. Instructors in this topic should be able to make the class periods ring with the clash of individual opinions, so that each teacher will go back to his school less easily frightened at the shadow of his own ideas, and with more courage to hold an individual opinion.

MONDAY.

I. EDUCATIONAL VALUE.
1. In discipline of logical faculties.
2. In interpretation of thought.
3. In expression of thought.

II. DISCUSS THE PURPOSES TO HAVE IN MIND IN TEACHING GRAMMAR.

III. METHODS OF TEACHING.
1. Parts of speech.
   (a) Pronoun.
   (b) Verb—more than *action words.*
   (c) Preposition.
   (d) Participle.
   (e) Infinitive.

TUESDAY.

2. Conjunction.
3. Grammatical construction.

IV. Discuss the Following With Reference to its Completeness or Scope.

"Grammar is the art of speaking and writing the English language with correctness and propriety."

V. Irregular Formations of Plurals.

VI. Cases of Nouns and Pronouns.

WEDNESDAY.

VII. Comparison.

1. Adjectives.
2. Adverbs.

VIII. Complements of the Verbs.

1. Predicate noun.
2. Predicate adjective.

IX. Special Topics.

1. Special study of such verbs as *seem, appear, continue, sound, feel, become;* and such passive verb-phrases as *is called, is chosen, is appointed, is crowned.*
2. Note the adverbial quality of the adjective in such constructions as, "The crowd came running up."
3. Distinguish between the appositive modifier and the predicate complements.

THURSDAY.

X. Direct and Indirect Objects.

1. Compare physical-act verbs with those of mental and emotional acts.
2. Discuss such constructions as, "He gave me a book."
3. Discuss dative object; also dative objective after adjectives and adverbs of *likeness* and *nearness*, as in, "He looks like his mother."
4. Factitive attribute of the object or objective complement, as, "They crowned Victoria queen."

XI. Objective Adverbial.

XII. Nominatives.

1. Direct address.
2. Exclamation.
3. Absolute construction:—
   (a) With participle.
   (b) Without participle.

FRIDAY.

XIII. Infinitives.

1. As verbal nouns. (Whitney and others.)
2. As noun, adjective, or adverb. (Reed and Kellogg and others.)

XIV. Participles.

1. As verbal adjectives. (Whitney and others.)
2. As noun, adjective, or adverb. (Reed and Kellogg and others.)

TREATMENT OF VERBALS BY VARIOUS AUTHORITIES.

In this column verbals are treated according to the following authorities —Reed & Kellogg, Rigdon, Harvey, Welsh, Conklin, Hart, Goold Brown. Both infinitives and participles are given three uses; noun, adjective, and adverb.

Examples of different uses:

(a) Noun—*To read* is pleasant.

(b) Adjective.
1. Water *to drink* is scarce.
2. For us *to know* our faults is profitable.
3. We found the report *to be* true. (Objective complement.)

(c) Adverb—He came *to study*.

Verbals in ing:—

(a) Participle used as noun (participial noun)—*Seeing* objects accurately is an art.

(b) Abstract noun (the verbal idea faded out)—The *seeing* of objects accurately is an art.

(c) Participle used as adjective (participial adjective)—That horse *running* away is mine.

(d) Pure adjective (the verbal idea faded out)—He owns a *running* horse.

Summary of above:

Participles and infinitives are *alike* in the following particulars:

1. Both are verbals.
2. Both are unlimited by person and number.
3. Both assume, but do not assert action.
4. Both express time relatively, not absolutely.
5. Both have the use of noun, adjective, and adverb.

They are *unlike* in the following:—

1. The participle may become a pure noun or adjective, while the infinitive never loses its verbal nature.
2. The infinitive usually has a sign; the participle has not.—*Rigdon.*

In this column verbals are treated according to the following authorities—Swinton, Whitney, Green, Mead, Metcalf, Baskervill & Sewell, Southworth & Goddard. The infinitive is treated as a verbal noun, the participle as a verbal adjective.

(Maxwell agrees with the above, save that he also gives to the infinitive the use of both adjective and adverb.)

Examples of different uses:—

(a) Noun—*To read* is pleasant (subj. nominative.)

(b) Noun.
1. Water [for] *to drink* is scarce. (obj. of prep. *for.*) to drink=drinking.
2. *For us to know* our faults is profitable (subj. nom.)=*Knowing our faults is profitable.
3. We found the report *to be* true (objective comp.)= We *found* the report true.

*Compare with "We *made* the report true."

(c) Noun—He came [for] *to study*.

Verbals in ing:—

(a) Infinitive in *ing* (verbal noun or gerund)—*Seeing* objects accurately is an art.

(b) Abstract noun (the verbal idea faded out)—The accurate *seeing* of objects is an art. (Note that the abstract noun takes an adjective modifier, while the verbal noun takes the adverb).

(c) Participle (verbal adjective or adjectival verbal). That horse *running* away is mine.

(d) Pure adjective (the verbal idea faded out)—He owns a *running* horse.

NOTE.—For full discussion of above question see both Rigdon and Whitney.

*"For us to know our faults" may be considered as an inseparable phrase used as the subject; or it may be considered a prepositional phrase with "for" as the preposition and "us to know our faults" the object with "us" as the objective subject of the infinitive "to know."

MONDAY.

XV. THE SENTENCE.

1. Simple.
2. Compound.—Connectives.
3. Complex.—Connectives.

NOTE.—Class should have much practice in constructing sentences of the various forms.

XVI. ANALYSIS.

1. Oral.
2. Diagram.

NOTE.—Develop a systematic form of analysis and insist upon its use as a saving of time.

TUESDAY.

XVII. VARYING SYNTAX OF WORDS.

XVIII. RHETORICAL FINISH.

1. Style:—
   (a) Clearness.
      (1) Position of adverbs.—Sentences to illustrate.
      (2) Position of clauses.—Sentences to illustrate.
      (3) "Squinting" clauses.—Sentences to illustrate.
      (4) Incorrect use of pronouns.—Sentences to illustrate.
   (b) Emphasis.—Illustrations.
   (c) Unity.—Illustrations.

WEDNESDAY.

XIX. FALSE SYNTAX.

NOTE.—While there may be valid objections to having pupils correct false syntax, especially below the eighth grade, there are very strong reasons why teachers should be not only able to detect errors in grammatical construction, but to correct and give reasons for the corrections. We believe, too, that there is no exercise that will more quickly fasten the rules of syntax and perfect one's own grammatical construction than correcting common errors of syntax and giving reasons for the same.

PHYSICS.

Much can be done in the way of academic instruction in physics during a short institute. The work, however, should be *most* helpful and suggestive in the matter of teaching method in science-study. Too many think of science as a mass of unrelated, intangible *guesses*, rather than the outgrowth of painstaking investigation and observation based upon the keenest sort of mental and sense activity. The institute will accomplish much if the work in the sciences shall correct this erroneous idea, and develop in the teacher the desire to see for himself, and the courage to have an idea generated and grown in the soil of his own thought.

To this end a number of experiments are suggested in which no hint is given as to what they are expected to illustrate, leaving each individual to make his own observations and draw his own inferences. This will give the instructor a basis for individual work, and each person an opportunity to measure his own scientific skill and intuitions.

In addition to these experiments, there should be, each day, exercises to illustrate the particular scientific truth under discussion. Especial attention should be given to the common things of nature and the simpler applications of mechanics to every day life. The distinction between mere observation of fact and discovery of scientific truth should be kept clear; the first is sense perception, the second intellectual deduction. Not only should apparatus be freely used in exercises, but each piece should be studied with reference to the application of such principles as have been discussed by the class.

The outline is divided into work for *ten* days, but such parts should be chosen

for a shorter term as is desired by the teachers. We suggest, however, those portions having to do with the most common phenomena of nature, and those having the most general application in the industrial life of the vicinity where institute is held.

MONDAY.

I. MOTION.

Illustrations: A railway train, a boat, the hands of a watch, etc.

1. Origin.
2. Direction:—
   (a) How determined.
   (b) Exercises.
3. Velocity:—
   (a) Uniform.
   (b) Variable.
   (c) Exercises to illustrate.
4. Force—as push or pull:—
   (a) How estimated.
   (b) Balanced forces.
   (c) Exercises with spring balance.
   (d) Equilibrant,—
      (1) Of a single force.
      (2) Of two forces acting in different directions.
   (e) Exercises.

TUESDAY AND WEDNESDAY.

II. LIQUIDS.

1. Physical properties of water.
2. Pressure:—
   (a) On a horizontal surface at different levels.—Rule for pressure.
   (b) Buoyant effect upon bodies wholly or partially immersed.
   (c) Archimedes' principle.
   (d) Specific gravity.
3. Exercises.

THURSDAY.

III. GASES.

1. Effect of pressure:—
   (a) Upon volume.
   (b) Upon elasticity.
2. Weight of a litre in grams, and of a cubic foot in ounces.
3. The air pump.
4. Exercises.

NOTE.—Invert a tumbler, partly filled, in a pail of water and have class discuss probable results of raising and lowering the tumbler, the causes, etc.

5. The barometer.

FRIDAY.

IV. COMBUSTION.

1. Of carbon in air.—Product.
2. Effect of this product:—
   (a) Upon combustion.
   (b) Upon lime-water.
   (c) Experiments.
3. With and without flame.
4. Products of combustion:—
   (a) Physical.
   (b) Chemical.
5. Relation of light to heat.—The kindling point.
6. Exercises.

MONDAY.

V. THE THERMOMETER.

1. Construction.
2. Use.
3. Varieties.
4. Daily readings.—Conversion of readings to different thermometers.
5. Exercises.

NOTE.—Appoint a committee from the institute to observe and record hourly thermometer readings. Make the record in both F. and C. degrees.

TUESDAY.

VI. HEAT.

1. Of combustion.
2. Unit of.
3. Specific heat.
4. Heat of liquefaction.
5. Heat of evaporation.
6. Freezing mixtures.
7. Fuels and illuminants:—
   (a) Economical contrivances for using them.
   (b) The new oil fields of California and Texas.
   (c) Relation to progress.
8. Expansion:—
   (a) Solids.
   (b) Liquids.
   (c) Gases.
   (d) Coefficient of.
9. Exercises.

WEDNESDAY.

VII. GRAVITATION.

1. Pressure.
2. Gravity or weight.
3. Mass.
4. Density.

VIII. LAWS OF FALLING BODIES.

THURSDAY.

IX. LEVERS.

1. Classes:—
   (a) First.
   (b) Second.
   (c) Third.
2. Wheel and axle.
3. Pulley:—
   (a) Fixed.
   (b) Movable.
   (c) System.
   (d) Advantage.
4. Inclined plane.
5. Exercises.

FRIDAY.

X. MAGNETISM.

1. Magnets.
2. Magnetic field.
3. Lines of force.

APPARATUS FOR SUGGESTED EXPERIMENTS.

Large mouthed bottle; glass tubing, 12 inches long; glass tubing, 36 inches long; rubber tubing, 12 inches long; tumbler; card; lamp chimney; sheet rubber; corks of various sizes; large dish or pail with spout; a block of wood—about a four or five inch cube; pieces of various minerals about the same size; mercury; an egg; two quarts of brine; raw cotton; thermometer; chloroform, 1 ounce; fine thread and bullets for pendulums.

EXPERIMENTS FOR INDIVIDUAL OBSERVATIONS AND INFERENCES.

Experiment 1. Take a bottle and place in the mouth of it a cork through which is inserted a piece of glass tubing. Attach to the glass tubing a piece of rubber tubing; immerse the other end of the rubber tubing in a glass of water. Heat the bottle by holding it over a lamp, and observe the end of the tube in the water.

Observations .....
Queries .....
Inferences .....

Teacher's name.....

Experiment 2. With a U-tube partly filled, experiment with ends both open and closed. This simple piece of apparatus is very valuable.

Observations .....
Queries .....
Inferences .....

Teacher's name.....

Experiment 3. Fill a wide-mouthed bottle with water; cover the top with a card or heavy paper, pressing it firmly upon the top of the bottle. Invert the bottle, holding the card in place, then remove the hand.

Observations .....
Queries .....
Inferences .....

Teacher's name.....

Experiment 4. Take an ordinary lamp chimney and cover larger end with thin sheet rubber, tying it on firmly. Close the other end with a cork in which glass tubing has been tightly fitted.

(a) Apply the mouth to the tubing and draw out the air, pinching the tube to prevent the air from re-entering.

Observations .....
Queries .....
Inferences .....

Teacher's name.....

(b) Push the large end of the chimney down into some water, and note the rubber, and the varying height of the water in the dish, etc.

Observations .....
Queries .....
Inferences .....

Teacher's name.....

Experiment 5. Take a dish with a spout or an inserted tube. Fill the dish with water to the point of running out of the spout.

1. Take a block of wood and put it into the dish, catching the water that runs out of the spout.

2. Weigh the block of wood, and weigh the water that was forced out of the dish. Compare these weights. Repeat with various pieces of wood.

NOTE.—The instructor should continue the experiment with necessary additional apparatus, using glass, rock, iron, etc.

Observation 1. On the comparison of the weights of the wood, and of the water displaced.

Observation 2. On the comparison of the weights of glass, stone, iron, etc., and of the water displaced.

Queries .....

$$\text{Specific gravity} = \left\{ \frac{\text{Weight in air.}}{\text{Loss of weight in water.}} \right.$$

Experiment 6. Attach a piece of lead or iron to a string, tied to the arm of a balance. Immerse this sinker in water, and weigh it in the water.

Weigh also a piece of wood, cork or some other substance that will float on water. Fasten this and the sinker to the string; sink them and weigh.

Observation:—
Weight of body in air.....
Weight of sinker in water.....
Sum of above weights.....
Weight of both in water.....
Loss of weight in water.....

Inference:—
(a) Loss of weight in water is.....

$$\text{Specific gravity} = \left\{ \frac{\text{Weight in air.}}{\text{Loss of weight in water.}} \right.$$

(b) Inference:—Specific gravity of.....is.....

Teacher's name.....

Experiment 7. (a) Take two quarts of water, and place an egg in it, noting the position of egg. (b) Take a quart of strong brine and place the egg in it, noting position of egg. (c) Put another quart of water into the brine, making two quarts of weak brine; place the egg in it, noting position.

Observations .....
Queries .....
Inferences .....

Teacher's name.....

Experiment 8. Fill flask one-third full of water. Tie a piece of sheet rubber over the mouth. Hold the flask over an alcohol or other lamp.

Observations:—
(a) Note position of rubber cover.
(b) When the water begins to boil, press the rubber and observe.
(c) Continue heating and observe.

Queries .....

Inference:—
(a) .....
(b) .....
(c) .....

Experiment 9. Wrap raw cotton around the bulb of a thermometer. Pour chloroform or alcohol upon the cotton, letting it evaporate.

Observations .....
Queries .....
Inferences .....

Teacher's name.....

Experiment 10. Hold inverted tumbler over the spout of a boiling tea kettle.

Observations .....
Queries .....
Inferences .....

Teacher's name.....

Experiment 11. Take a fine thread 1 foot long, one 4 feet long, one 9 feet long, and one 16 feet long. At one end of each attach a large bullet. Suspend each and set to vibrating.

Observations:—
(a) The 1-foot string and the 4-foot string.
(b) The 1-foot string and the 9-foot string.
(c) The 4-foot string and the 16-foot string.
(d) The 1-foot string and the 16-foot string.

Queries .....
Inferences .....

Teacher's name.....

Experiment 12. Take a card with a small pebble upon each end, and balance it carefully upon the small end of a stick. With a blow knock one of the pebbles off horizontally allowing the second one to drop vertically. Note the time they reach the floor.

Inferences .....

Teacher's name.....

PHYSIOLOGY.

THE HUMAN BODY.

I. As a Whole.
1. Anatomy.
2. Physiology.
3. Hygiene.
4. Discussions of method:—
(a) Order of above topics. Will that order suggest the method of procedure which must invariably be followed?
(b) Best conditions for the study of anatomy.
(c) Best conditions for the study of physiology.
(d) Relative educational value of:—
(1) Specimens.
(2) Illustrations.
(3) Text-books.
5. Practical work:—
(a) Average heart-beat per minute of class:—
(1) Sitting.
(2) Standing.
(3) After deep inhalations.
(4) After exercise, etc.
(5) Compare with statements of text-books.

Note.—Let the class think out and report on paper other practical exercises in anatomy or physiology.

6. Comparative anatomy as an aid in the study of human anatomy.

II. Nutrition.
1. Development of comprehensive definition.
2. Food:—
(a) Definition.
(b) Inorganic:—
(1) Water.
(2) Lime.
(3) Salt.
(c) Organic:—
(1) Proteids.
(2) Hydrocarbons.
(3) Carbohydrates.
(d) Preparation.

Illustrate very fully each class of food from the dinner table.

3. Development of "Steps in the nutritive process":—
(a) Ingestion.—The dog, fly, toad, snake, elephant, horse, squirrel, man.
(b) Mastication.
(c) Insalivation.
(d) Deglutition.
(e) Digestion.
(f) Absorption.
(g) Circulation.
(h) Respiration.
(i) Disassimilation or assimilation. Which?
(j) Assimilation or disassimilation. Which?
(k) Excretion.
4. Discussions as suggested above.
5. Trace a particle of food through the consecutive processes of nutrition.

III. Digestion.

IV. THE NERVOUS SYSTEM.

1. Anatomy:—
   (a) Cerebro-spinal nervous system:—
      (1) Brain:—
         (a) Cerebrum.
         (b) Cerebellum.
         (c) Medulla oblongata.
         (d) Pons varolii.
      (2) Spinal cord.
      (3) Cranial nerves. Names and functions.
      (4) The spinal nerves.
   (b) The sympathetic nervous system.
   (c) The white matter.
   (d) The gray matter.

SUGGESTION.—In order to better understand the sympathetic system, consider some of the lower animals that possess a nervous system corresponding to the sympathetic system in man. Example, the angleworm.

Let some member of the class procure several large sized angleworms. Notice the fact that the body is divided into segments; count the segments in all the specimens and find the average number; notice a red pulsating tube running along the dorsal side from end to end. There is the heart or aorta, the principal circulatory organ. Now by the use of your imagination study (what can only be seen by the aid of a microscope) two small ganglia of gray matter—two little brains—in each segment. How many brains would an average angleworm have? Now consider what an angleworm can do and what it can not do. It can eat, digest, absorb, circulate, respire, assimilate, and excrete food. From this standpoint it is like man. These vegetative functions (so called because they are possessed by plants as well) require a nervous system to be so distributed that these functions shall be carried on in all parts of the body, and such a system is required by both angleworm and man. The nervous system of he angleworm is the exact counterpart of the sympathetic system of man, or in other words, the sympathetic system possessed by man is similar to the only nervous system possessed by the angleworm. The angleworm cannot indulge in abstract thought, cannot write an oration, or sing a song. Why?

2. Physiology of nervous system.

THE USE OF THE DIAGRAMMATIC DRAWING IN TEACHING THIS SUBJECT.

In very many cases the ideas concerning anatomical or physiological facts may be best taught by the use of a diagrammatic drawing. These drawings are not to be artistic in any sense but right line diagrams which every teacher or pupil can easily make for himself. They should be made point by point as the work proceeds and *never* drawn and completed before they are to be used. If they are made to grow, from the simple to the more complex, as the thought concerning the subject under consideration grows, they will prove to be more valuable than the elaborate charts and pictures which are in use in many schools.

Suppose a lesson involved the following questions:

What organ divides the trunk into two parts?

What is the approximate relative size of these divisions?

Is the separation complete between the two divisions?

What organs occupy the chest cavity?

What passes through the chest?

What organs occupy the abdomen and what is their relative position?

A diagram drawn by teacher or pupil as the discussion proceeds will greatly aid in giving clearness to the facts taught.

Let the class draw diagrams showing the anatomy of the heart; the complete circulation; the eye.

V. CIRCULATION.

1. The anatomy of the circulatory apparatus:—
   (a) Cavities:—
      (1) Auricles.
      (2) Ventricles.
   (b) Blood-vessels:—
      (1) Arteries.
      (2) Capillaries.
      (3) Veins.

2. The physiology of the circulation:—
   (a) Contraction:—
      (1) Auricular.
      (2) Ventricular.
      (3) Beating of the heart.
      (4) Sounds.
3. Circulation:—
   (a) The arteries.
   (b) The capillaries.
   (c) The veins.
4. Course of blood:—
   (a) Pulmonary circulation.
   (b) Systemic circulation.
5. Hygiene.

SPECIAL SENSES.

I. EYE.
1. Anatomy:—
   (a) Lids.
   (b) Muscles:—
      (1) Recti.
      (2) Oblique.
   (c) Lachrymal apparatus:—
      (1) Gland.
      (2) Ducts.
      (3) Secretions.
   (d) Coats:—
      (1) Outer.
      (2) Middle.
      (3) Interior.
   (e) Lens.
   (f) Chambers:—
      (1) Aqueous.
      (2) Vitreous.
2. Physiology:—
   (a) How we see.
   (b) Optics.
      (1) Short sight.
      (2) Long sight.
      (3) Blind spot.
      (4) Yellow spot.
3. Hygiene.

II. EAR.
1. Anatomy:—
   (a) Outer ear:—
      (1) Pinna.
      (2) Canal.
   (b) Middle:—
      (1) Bones.
      (2) Openings.
   (c) Inner:—
      (1) Vestibule.
      (2) Canals.
      (3) Cochlea.
      (4) Labyrinth.
2. Physiology.
3. Hygiene.

READING.

The first three years ought to serve to teach the mechanical art of reading—the power to penetrate the printed page. All after work should be for the product effects, that is, for study and culture. After third-year reading, all reading exercises should be selected with reference to some related idea. Fragments or scraps without the literary-culture idea should be thrown aside, and text-books of that kind should be exchanged for better ones. The success of teaching reading, whether in the institute or in the school, depends upon the instructor's spirit and attitude towards the subject.

Emphasize the purposes in teaching reading in their order:

First, To gain power to comprehend the thought of the printed page.
Second, To increase the pupil's literary vision by enlarging his vocabulary and familiarizing him with the irregular forms of construction, rhetorical finish, etc.
Third, To cultivate the feelings and emotions.
Fourth, To cultivate a taste for good literature.
Fifth, To train the voice.

It is not expected that the work in this reading outline can be covered in a short institute. It is hoped, however, that sufficient interest will be created to induce teachers to use the outline and its suggestions in their schools.

MONDAY AND TUESDAY.

Methods.

I. BEGINNERS.

1. Purpose.
2. Preliminaries.
3. Preparation:—
   (a) Eye.
   (b) Ear.
4. Teaching a word:—
   (a) Script.
   (b) Print.
5. Phrasing.
6. The unit of reading.
7. Expression.
8. Use of chart.
9. Elementary sounds.
10. Word-building with sounds.
11. Teaching letters:—
   (a) When.
   (b) How.
12. Spelling and writing:—
   (a) When.
   (b) How.
13. Reading book. When.
14. Supplementary reading.
15. Diacritics not to be taught at first.
16. Correction of common faults:—
   (a) Hesitation.
   (b) Indistinctness or mumbling.
   (c) Harshness of voice.
   (d) Drawling.
   (e) Memorizing.

WEDNESDAY.

II. INTERMEDIATE.

1. Word study:—
   (a) Dictionary.
   (b) Synonyms.
2. Diacritics.
3. Articulation.
4. Oral expression:—
   (a) Accent.
   (b) Emphasis.
   (c) Inflections.
5. Common faults:—
   (a) Indistinctness or mumbling.
   (b) Harsh voice.
   (c) Lack of animation.
   (d) Lack of soul appreciation, or emotion.
   (e) Hesitation.

III. DISCUSSIONS.

1. Reading stories to pupils.
2. Moral of a lesson.

NOTE.—Suggest lessons for examples.

3. Concert reading:—
   (a) Benefits.
   (b) Evils.
4. Completion of a story at one lesson.
5. Supplementary reading for different grades.
6. Length of recitation for different grades.
7. Study of a picture.
8. How to secure the emotional conditions necessary to proper expression.

IV. ORAL EXPRESSION.

1. Object.—To convey to the listener ideas in their completeness.
2. The voice:—
   (a) The philosophy of.
   (b) Quality:—

   (1) Pure { Simple—Used in conversation.
   Orotund—The simple, deepened by chest vibration.

   (2) Impure { Plaintive—used to express sorrow.
   Pectoral—lower than the natural.
   Guttural—seeming to be produced in the throat.
   Aspirated—whispered, or partly vocalized.
   Falsetto—high unnatural tone made by a false position of vocal organs.

3. Articulation:—
   (a) Vocals.
   (b) Aspirates.
   (c) Subvocals.
4. Expression or modulation:—
   (a) Quality.

   (b) Pitch { Low.
   Middle.
   High.

   (c) Force { Subdued,—expresses tenderness, pathos, sympathy, repressed emotion, etc.
   Moderate,—describes ordinary scenes.
   Full,—expresses joy, gladness, defiance, anger, sublimity, grandeur, conviction, etc.

5. Stress:—
   (a) Radical,—first part of a syllable or word.
   (b) Medium,—middle of the syllable or word.
   (c) Final,—last part of a syllable or word.
   (d) Thorough,—force given to the entire syllable or word.
   (e) Compound,—first and last part of a word.
6. Movement:—
   (a) Moderate,—ordinary rate of speech.
   (b) Rapid,—used in expressing the exciting emotions of joy or fear.
   (c) Slow,—used in expressing sentiments of reverence, grandeur, despair and gloom.
7. Inflection:—
   (a) Rising,—an upward gliding of the voice suggesting incomplete sense.
   (b) Falling,—A downward glide of the voice suggesting completeness or emphasis.
   (c) Cadence,—the fall of the voice at the end of a sentence.
   (d) Circumflex,—a combination of both inflections in one word or syllable.

V. THE STUDY OF A SELECTION.

1. To secure proper psychological condition that the pupil may appreciate the sentiment of the selection:—
   (a) Study author's life and circumstances under which he wrote the selection.
   (b) If the selection is a fragment, read the whole for its setting.
   (c) Study conditions or events bearing upon the selection.
   (d) Assign various supplementary selections to different pupils.
2. To understand the selection, or "the study of the lesson."
   (a) Read the whole section for its more visible peculiarities.
   (b) Use the dictionary.
   (c) Read again for mental images, pausing to make them vivid.
   (d) Read again for the information, the central idea, and the moral lessons.
   (e) Finally read aloud, throwing the whole self into the sentiment and let the voice express the feeling.

SUGGESTION.—For study, use some of the selections given in the Outline.

VI. FIGURES OF SPEECH.

1. Simple.
2. Metaphor.
3. Metonomy.
4. Hyperbole.
5. Irony.

VII. ARTICULATION DRILL.

(1) Articulate the *l*, then the *d*.
(2) Articulate the combination *ld*.
(3) Pronounce the word *bold*.

The order of practice suggested above should be strictly pursued, in order that accuracy may be secured, not only in the articulation of each element, but also in the blending of two or more consonants. The pronunciation of the word is also important in practice, as it constantly calls attention to the measure of energy needed in uttering distinctly the closing sounds of words. Practice the final combinations below in the manner indicated above.

ld—bold, hailed, tolled.
lf—elf, wolf, gulf, sylph.
lk—milk, silk, bulk, hulk.
lm—elm, helm, whelm, film.
lp—help, gulp, alp, scalp.
ls—falls, tells, toils, halls.

lt—fault, melt, bolt, hilt.
lve—elve, delve, revolve.
m'd—maim'd, claim'd, gloom'd.
ms—streams, gleams, climes.
nd—land, band, and, hand.
ns—dens, runs, gains, gleans.
nk—bank, dank, sank, link.
nce—dance, glance, hence.
nt—ant, want, gaunt, point.
sm—chasm, schism, prism.
sp—asp, clasp, grasp.
st—vast, mast, lest.
ct—act, fact, reject.
pn—op'n, rip'n, weap'n.
kn—tak'n, wak'n, tok'n.
tn—bright'n, tight'n, whit'n.
ble—able, Bible, double.
ple—ample, triple, topple.
bl'd—troubl'd, bubbl'd, doubl'd.
dl'd—cradl'd, saddl'd, idl'd.
m'st—arm'st, charm'st.
l'st—call'st, heal'st, till'st.
n'st—can'st, runn'st, gain'st.
dst—midst, call'dst, roll'dst.
rd'st—heard'st, guard'st, reward'st.
ngdst—wrong'dst, throng'dst.
rmd'st—arm'dst, form'dst.
rn'dst—learn'dst, scorn'dst.

The third step is the pronunciation of words of many syllables. The object of this step, is to distribute the articulative energy so that all the syllables of a long word shall be brought out evenly. Frequently we apply so much force to the accented syllable that the syllables immediately preceding and following are imperfectly enunciated. The final syllables also frequently suffer.

Method of practice: pronounce each of the following words five times in rapid succession and with vigorous force. It may be necessary to begin the pronunciation at a slow rate of utterance, and to increase the rate as the pupil gains in articulate energy.

absolutely	antipathy	constitution	multiplication
accessory	apocrypha	lucubration	articulately
accurately	affability	colloquially	disinterestedly
agitated	chronological	indissolubly	congratulatory
adequately	annihilate	temporarily	circumlocution
angularly	apostatize	mythological	disingenuousness
antepenult	innumerable	appropriate	ecclesiastically
revolution	intolerable	assimilate	authoritatively
institution	dishonorable	acquiescence	superiority
deglutition	collaterally	momentarily	incalculable
lugubrious	apologetic	ambiguously	indisputable
necessarily	dietetically	atmospherical	immediately
generally	apocalyptic	allegorical	justificatory
abominably	coagulation	inexplicable	

The fourth step is the mastery of difficult combinations in sentences. Rigid personal criticism is necessary at each step. Difficult words and combinations of words should not be passed over or avoided because of inability to master them. It is much better to slacken the speed of utterance and gradually acquire the power of conquering the difficulties. Pronounce the following sentences, increasing the rate of utterance as strength and facility in articulation are acquired:

Amos Ames, the amiable aëronaut, aided in an aërial enterprise at the age of eighty-eight.

Some shun sunshine. Do you shun sunshine?

Fine white wine vinegar with veal.

Bring a bit of buttered brown bran bread.

Geese cackle, cattle low, crows caw, cocks crow.
Eight gray geese in a green field grazing.
Six thick thistle sticks.
Lucy likes light literature.
A big black bug bit a big black bear.
Peter Prangle, the prickly prangly pear picker picked three pecks of prickly prangly pears from the prickly prangly pear trees on the pleasant prairies.
Theophilus Thistle, the successful thistle sifter, in sifting a sieve full of unsifted thistles, thrust three thousand thistles through the thick of his thumb; now if Theophilus Thistle, the successful thistle sifter, in sifting a sieve full of unsifted thistles, thrust three thousand thistles through the thick of his thumb, see that thou, in sifting a sieve full of unsifted thistles, thrust not three thousand thistles through the thick of thy thumb. Success to the successful thistle sifter!
She sells sea shells. Shall Susan sell sea shells?
What whim led White Whitney to whittle, whistle, whisper, and whimper, near the wharf where a floundering whale might wheel and whirl?
He sawed six, long, slim, sleek, slender saplings.
Swan swam over the sea. Swan swam back again. Well swam, swan.

Amidst the mists and coldest frosts,
With stoutest wrists and loudest boasts,
He thrust his fists against the posts
And still insists he sees the ghosts.

TWO BOOT-BLACKS.

A day or two ago, during a lull in business, two little boot-blacks, one white and one black, were standing at the corners doing nothing, when the white boot-black agreed to black the black boot-black's boots. The black boot-black was of course willing to have his boots blacked by his fellow boot-black, and the boot-black who had agreed to black the black boot-black's boots went to work.

When the boot-black had blacked one of the black boot-black's boots till it shone in a manner that would make any boot-black proud, this boot-black who had agreed to black the black boot-black's boots refused to black the other boot of the black boot-black until the black boot-black, who had consented to have the white boot-black black his boots, should add five cents to the amount the white boot-black had made blacking other men's boots. This the boot-black whose boot had been blacked refused to do, saying it was good enough for a black boot-black to have one boot blacked, and he didn't care whether the boot that the boot-black hadn't blacked was blacked or not.

This made the boot-black who had blacked the black boot-black's boot as angry as a boot-black often gets, and he vented his black wrath by spitting upon the black boot of the black boot-black. This roused the latent passions of the black boot-black, and he proceeded to boot the white boot-black with the boot which the white boot-black had blacked. A fight ensued, in which the white boot-black who had refused to black the unblacked boot of the black boot-black, blacked the black boot-black's visionary organ, and in which the black boot-black wore all the blacking off his blacked boot in booting the white boot-black.

VIII. Selections for Practice.

1. Narrative, descriptive, and didactic styles.

HAMLET'S INSTRUCTIONS TO THE PLAYERS.

Speak the speech I pray you, as I pronounced it to you,—trippingly on the tongue; but if you mouth it, as many of our players do, I had as lief the town-crier spake my lines. Nor do not saw the air too much with your hands thus, but use all gently; for in the very torrent, tempest, and, as I may say, whirlwind of your passion, you must acquire and beget a temperance, that may give it smoothness. Oh! it offends me to the soul to hear a robustious, periwig-pated fellow tear a passion to tatters,—to very rags,—to split the ears of the groundlings; who, for the most part, are capable of nothing but inexplicable dumb show and noise. I would have such a fellow whipped for o'erdoing Termagant: it out-herods Herod. Pray you, avoid it.

Be not too tame, neither, but let your own discretion be your tutor. Suit the action to the word; the word to the action; with this special observance—that you

o'erstep not the modesty of nature: for anything so overdone is from the purpose of playing; whose end, both at the first and now was, and is, to hold, as 'twere the mirror up to nature;—to show virtue her own feature; scorn her own image; and the very age and body of the time, his form and pressure. Now this, overdone or come tardy off, though it make the unskillful laugh, can not but make the judicious grieve; the censure of which one, must, in your allowance, o'erweigh a whole theater of others. Oh! there be players, that I have seen play, and heard others praise, and that highly, not to speak it profanely, that, neither having the accent of Christians, nor the gait of Christians, pagan, or man, have so strutted and bellowed, that I have thought some of nature's journeymen had made men, and not made them well,—they imitated humanity so abominably!

—*William Shakespeare.*

SCENE AT DOCTOR BLIMBER'S.

At length Mr. Dombey, one Saturday, when he came down to Brighton to see Paul, who was then six years old, resolved to make a change, and enroll him as a small student under Doctor Blimber.

Whenever a young man was taken in hand by Dr. Blimber, he might consider himself sure of a pretty tight squeeze. The doctor only undertook the charge of ten young gentlemen, but he had always ready a supply of learning for a hundred, and it was at once the business and delight of his life to gorge the unhappy ten with it.

In fact Doctor Blimber's establishment was a great hot-house, in which there was a forcing apparatus incessantly at work. All the boys blew before their time. Mental green peas were produced at Christmas, and intellectual asparagus all the year round. No matter what a young gentleman was intended to bear, Doctor Blimber made him bear to pattern, somehow or other.

This was all very pleasant and ingenious, but the system of forcing was attended with its usual disadvantages. There was not the right taste about the premature productions; and they did not keep well. Moreover, one young gentleman, with a swollen nose and an excessively large head (the oldest of the ten who had "gone through" everything), suddenly left off blowing one day, and remained in the establishment a mere stalk. And people did say that the doctor had rather overdone it with young Toots, and that when he began to have whiskers he left off having brains.

The doctor was a portly gentleman in a suit of black, with strings at his knees, and stockings below them. He had a bald head, highly polished; a deep voice; and a chin so very double, that it was a wonder how he ever managed to shave into the creases.

His daughter, Miss Blimber, although a slim and graceful maid, did no soft violence to the gravity of the doctor's house. There was no light nonsense about Miss Blimber. She kept her hair short and crisp, and wore spectacles, and she was dry and sandy with working in the graves of deceased languages.

—*Charles Dickens.*

2. Gayety.

SONG OF THE BROOK.

I come from haunts of coot and hern;
I make a sudden sally
And sparkle out among the fern,
To bicker down the valley.

By thirty hills I hurry down,
Or slip between the ridges,
By twenty thorps, a little town,
And half a hundred bridges.

Till last by Philips farm I flow
To join the brimming river;
For men may come and men may go,
But I go on forever.

I chatter over stony ways,
  In little sharps and trebles,
I bubble into eddying bays,
  I babble on the pebbles.

With many a curve my banks I fret
  By many a field and fallow,
And many a fairy foreland set
  With willow-weed and mallow.

I chatter, chatter, as I flow
  To join the brimming river;
For men may come and men may go,
  But I go on forever.

I wind about, and in and out,
  With here a blossom sailing,
And here and there a lusty trout,
  And here and there a grayling.

And here and there a foamy flake
  Upon me, as I travel
With many a silvery waterbreak
  Above the golden gravel.

And draw them all along, and flow
  To join the brimming river;
For men may come and men may go,
  But I go on forever.

I steal by lawns and grassy plots;
  I slide by hazel covers;
I move the sweet forget-me-nots
  That grow for happy lovers.

I slip, I slide, I gloom, I glance,
  Among my skimming swallows;
I make the netted sunbeams dance
  Against my sandy shallows.

I murmur under moon and stars
  In brambly wildernesses;
I linger by my shingly bars;
  I loiter round my cresses;

And out again I curve and flow
  To join the brimming river;
For men may come and men may go,
  But I go on forever. —*Lord Tennyson.*

3. Humor.

BOUNDING THE UNITED STATES.

Among the legends of our late civil war, there is a story of a dinner party, given by the Americans residing in Paris, at which were propounded sundry toasts, concerning not so much the past and present as the expected glories of the great American nation. In the general character of these toasts, geographical considerations were very prominent, and the principal fact which seemed to occupy the minds of the speakers was the unprecedented bigness of our country.

"Here's to the United States!" said the first speaker,—"bounded on the north by British America, on the south by the Gulf of Mexico, on the east by the Atlantic, and on the west by the Pacific ocean!" "But," said the second speaker, "this is far too limited a view of the subject, and, in assigning our boundaries, we must

look to the great and glorious future, which is prescribed for us by the manifest destiny of the Anglo-Saxon race. Here's to the United States!—bounded on the north by the north pole, on the south by the south pole, on the east by the rising, and on the west by the setting sun!"

Emphatic applause greeted the aspiring prophecy. But here arose the third speaker, a very serious gentleman, from the far west. "If we are going," said this truly patriotic American, "to lessen the historic past and present, and take our manifest destiny into account, why restrict ourselves within the narrow limits assigned by our fellow countryman, who has just sat down? I give you the United States!—bounded on the north by the Aurora Borealis, on the south by the procession of the equinoxes, on the east by the primeval chaos, and on the west by the Day of Judgment!"

—John Fiske.

4. Pathos.

PICTURES OF MEMORY.

Among the beautiful pictures
That hang on Memory's wall,
Is one of a dim old forest,
That seemeth best of all;
Not for its gnarled oaks olden,
Dark with the mistletoe;
Not for the violets golden
That sprinkle the vale below;
Not for the milk-white lilies
That lean from the fragrant ledge,
Coquetting all day with the sunbeams,
And stealing their golden edge,
Not for the vines on the upland,
Where the bright red berries rest,
Nor the pinks, nor the pale sweet cowslip,
It seemeth to me the best.

I once had a little brother,
With eyes that were dark and deep;
In the lap of that old dim forest
He lieth in peace asleep:
Light as the down of the thistle,
Free as the winds that blow
We roved there the beautiful summers,
The summers of long ago;
But his feet on the hills grew weary,
And, one of the autumn eves,
I made for my little brother
A bed of the yellow leaves.
Sweetly his pale arms folded
My neck in a meek embrace,

As the light of immortal beauty
Silently covered his face;
And when the arrows of sunset
Lodged in the tree-tops bright,
He fell, in his saint-like beauty
Asleep by the gates of light.
Therefore, of all the pictures
That hang on Memory's wall,
The one of the dim old forest
Seemeth the best of all.

—Alice Cary.

5. Solemnity.

THE BLUE AND THE GRAY.

By the flow of the inland river,
Whence the fleets of iron have fled,
Where the blades of the grave grass quiver,
Asleep are the ranks of the dead;—
Under the sod and the dew,
Waiting the judgment day:—
Under the one, the Blue.
Under the other, the Gray.

These in the robings of glory,
Those in the gloom of defeat,
All with the battle-blood gory,
In the dusk of eternity meet;—
Under the sod and the dew,
Waiting the judgment day:—
Under the laurel, the Blue;
Under the willow, the Gray.

From the silence of sorrowful hours
The desolate mourners go,
Lovingly laden with flowers,
Alike for the friend and the foe;—
Under the sod and the dew,
Waiting the judgment day:—
Under the roses, the Blue;
Under the lilies, the Gray.

So with equal splendor
The morning sun-rays fall,
With a touch impartially tender,
On the blossoms blooming for all;—
Under the sod and the dew,
Waiting the judgment day:—
'Broidered with gold, the Blue;
Mellowed with gold, the Gray.

So, when the summer calleth,
On forest and field of grain,
With an equal murmur falleth
The cooling drip of the rain;—
Under the sod and the dew,
Waiting the judgment day:—
Wet with the rain, the Blue;
Wet with the rain, the Gray.

Sadly, but not with upbraiding,
The generous deed was done;
In the storm of years that are fading,
No braver battle was won;—
Under the sod and the dew,
Waiting the judgment day:—
Under the blossoms, the Blue;
Under the garlands, the Gray.

No more shall the war-cry sever,
Or the winding rivers be red;
They banish our anger forever
When they laurel the graves of our dead!
Under the sod and the dew,
Waiting the judgment day:—
Love and tears for the Blue;
Tears and love for the Gray.

—*F. M. Finch.*

6. Serenity, beauty, love.

SANDALPHON.

Have you read in the Talmud of old,
In the Legends the Rabbins have told
  Of the limitless realms of the air,
Have you read it,—the marvelous story
Of Sandalphon, the Angel of Glory,
  Sandalphon, the Angel of Prayer?

How, erect, at the outermost gates
Of the City Celestial he waits,
  With his feet on the ladder of light,
That, crowded with angels unnumbered,
By Jacob was seen, as he slumbered
  Alone in the desert at night?

The Angels of Wind and of Fire
Chant only one hymn, and expire
  With the song's irresistible stress;
Expire in their rapture and wonder,
As harp-strings are broken asunder
  By music they throb to express.

But serene in the rapturous throng,
Unmoved by the rush of the song,
  With eyes unimpassioned and slow,
Among the dead angels, the deathless
Sandalphon stands, listening breathless
  To sounds that ascend from below;—

From the spirits on earth that adore,
From the souls that entreat and implore
  In the fervor and passion of prayer;
From the hearts that are broken with losses,
And weary with dragging the crosses
  Too heavy for mortals to bear.

And he gathers the prayers as he stands,
And they change into flowers in his hands,
  Into garlands of purple and red;
And beneath the great arch of the portal,
Through the streets of the City Immortal
  Is wafted the fragrance they shed.

It is but a legend, I know,—
A fable, a phantom, a show,
  Of the ancient Rabbinical lore;
Yet the old mediæval tradition,
The beautiful strange superstition,
  But haunts me and holds me the more.

When I look from my window at night,
And the welkin above is all white,
  All throbbing and panting with stars;
Among them majestic is standing
Sandalphon the angel, expanding
  His pinions in nebulous bars.

And the legend, I feel, is a part
Of the hunger and thirst of the heart,
  The frenzy and fire of the brain,
That grasps at the fruitage forbidden,
The golden pomegranates of Eden,
  To quiet its fever and pain.

—*Henry Wadsworth Longfellow.*

7. Grand, sublime, and reverential.

APOSTROPHE TO THE OCEAN.

Roll on, thou deep and dark blue Ocean—roll!
Ten thousand fleets sweep over thee in vain;
Man marks the earth with ruin—his control
Stops with the shore; upon the watery plain
The wrecks are all thy deed, nor doth remain
A shadow of man's ravage, save his own,
When for a moment, like a drop of rain,
He sinks into thy depths with bubbling groan—
Without a grave, unknelled, uncoffined, and unknown.

The armaments which thunderstrike the walls
Of rock-built cities, bidding nations quake,
And monarchs tremble in their capitals,
The oak leviathans, whose huge ribs make
Their clay creator the vain title take
Of lord of thee, and arbiter of war:
These are thy toys, and, as the snowy flake,
They melt into the yeast and waves, which mar
Alike the Armada's pride, or spoils of Trafalgar.

Thy shores are empires, changed in all save thee—
Assyria, Greece, Rome, Carthage, what are they?
Thy waters wasted them while they were free,
And many a tyrant since, their shores obey
The stranger, slave, or savage; their decay
Has dried up realms to deserts; not so thou;
Unchangeable save to thy wild waves play.
Time writes no wrinkle on thine azure brow:
Such as creation's dawn beheld, thou rollest now.

Thou glorious mirror, where the Almighty's form
Glasses itself in tempests; in all time
Calm or convulsed—in breeze, or gale, or storm,
Icing the pole, or in the torrid clime
Dark-heaving; boundless, endless, and sublime—
The image of Eternity—the throne
Of the Invisible; even from out thy slime
The monsters of the deep are made; each zone
Obeys thee; thou goest forth, dread, fathomless, alone.

And I have loved thee, Ocean! and my joy
Of youthful sports was on thy breast to be
Borne like thy bubbles, onward from a boy
I wantoned with thy breakers—they to me
Were a delight; and, if the freshening sea
Made then a terror—'twas a pleasing fear;
For I was as it were a child of thee,
And trusted to thy billows far and near,
And laid my hand upon thy mane—as I do here.

—*Byron.*

RECESSIONAL.

God of our fathers, known of old—
Lord of our far-flung battle-line—
Beneath whose awful hand we hold
Dominion over palm and pine—
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

The tumult and the shouting dies—
  The captains and the kings depart—
Still stands Thine ancient sacrifice,
An humble and a contrite heart.
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

Far-called our navies melt away—
  On dune and headland sinks the fire—
Lo, all our pomp of yesterday
  Is one with Nineveh and Tyre!
Judge of the Nations, spare us yet,
Lest we forget—lest we forget!

If, drunk with sight of power, we loose
  Wild tongues that have not Thee in awe—
Such boasting as the Gentiles use,
  Or lesser breeds without the Law—
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

For heathen heart that puts her trust
  In reeking tube and iron shard—
All valiant dust that builds on dust,
  And guarding calls not Thee to guard—
For frantic boast and foolish word,
Thy mercy on Thy people, Lord!
Amen. *Rudyard Kipling.*

8. Oratorical selections.

FROM ORATION ON TOUSSAINT L'OUVERTURE.

If I were to tell you the story of Napoleon, I should take it from the lips of Frenchmen, who find no language rich enough to paint the great captain of the nineteenth century. Were I to tell you the story of Washington, I should take it from your hearts,—you, who think no marble white enough on which to carve the name of the Father of his country. But I am to tell you the glory of a negro, Toussaint L'Ouverture, who has left hardly one written line. I am to glean it from the reluctant testimony of his enemies, men who despised him because he was a negro and a slave, hated him because he had beaten them in battle.

Cromwell manufactured his own army. Napoleon, at the age of twenty-seven, was placed at the head of the best troops Europe ever saw. Cromwell never saw an army until he was forty; this man never saw a soldier till he was fifty. Cromwell manufactured his own army—out of what? Englishmen,—the best blood in Europe. Out of the middle class of Englishmen,—the best blood of the island. And with it he conquered what? Englishmen,—their equals. This man manufactured his army out of what? Out of what you call the despicable race of negroes, debased, demoralized by two hundred years of slavery, one hundred thousand of them imported into the island within four years, unable to speak a dialect intelligible even to each other. Yet out of this mixed, and, as you say, despicable mass, he forged a thunderbolt and hurled it at what? At the proudest blood in Europe, the Spaniard, and sent him home conquered; at the most warlike blood in Europe, the French, and put them under his feet; at the pluckiest blood in Europe, the English, and they skulked home to Jamaica. Now, if Cromwell was a general at least this man was a soldier.—*Wendell Phillips.*

B.—UNITED STATES HISTORY.

I. The Territory.
   1. Original.
   2. Acquired.
   3. New territory.

II. The Revolutionary Period.
   1. Causes:—
      (a) General.
      (b) Immediate.
   2. Revolution.
   3. Declaration of Independence.
   4. Pivotal battles.
   5. Treaty of peace.
   6. Results.

III. The Critical Period.
   1. Articles of Confederation.
   2. Attempts to amend them.
   3. Northwest Territory and Ordinance of 1787.
   4. Constitutional Convention.

IV. Constitutional Period.
   1. Acquisition of territory:—
      (a) Boundaries 1783
      (b) Louisiana 1803
      (c) Florida 1819
      (d) Texas 1845
      (e) Oregon 1846
      (f) Mexican Cession 1848
      (g) Gadsden Purchase 1853
      (h) Alaska 1867
      (i) Hawaii 1898
      (j) Porto Rico and Philippines 1898

V. Subjects for Discussion.
   1. Real worth of a nation.
   2. Geography in history.
   3. Traveling with great discoverers.
   4. Maize—its value to the English settlers.
   5. Contrast England and France in the treatment of their American colonists.
   6. Taxation without representation a form of slavery. Why?
   7. George III.

Note.—That the specific tax on tea was collected in England. What injustice then could the colonists claim?
Note also Whateley's private correspondence; friends of America in Parliament, Chatham, Burke, and Chas. James Fox.

PEDAGOGICAL NUGGETS.

Most children call grammar dry. This is because the prevailing analytic method of teaching is premature.—*Dr. Charles De Garmo.*

"The foundation of all moral instruction is in the family."

"Wallace and Bruce had their power over clansmen not by written orders, but by riding at the head of the host."

Where habit is there attention has been.—*Edward Tichener.*

Through the reading lesson the teacher has a wider opportunity for influencing the child's life than through any other study.—*Sarah L. Arnold.*

BATTLE OF BEAL' AN DUINE.

No cymbal clash'd, no clarion rang,
Still were the pipe and drum:
Save heavy tread, and armor's clang,
The sullen march was dumb.
There breathed no wind their crests to shake,
Or wave their flags abroad;
Scarce the frail aspen seem'd to quake,
That shadowed o'er their road.

Their vaward scouts no tidings bring,
Can rouse no lurking foe,
Nor spy a trace of living thing
Save when they stirr'd the roe;
The host moves, like a deep-sea-wave;
Where rise no rocks its pride to brave,
High-swelling, dark, and slow.

A.—HISTORY.

I. DISCUSSIONS.

1. What is history?
2. Purpose of study:—
   (a) As a story.
   (b) As a humanism.
   (c) As a philosophy.
   (d) As a science.
3. Methods of teaching.

II. APPARATUS AND HOW TO USE IT.

1. The text.
2. Maps:—
   (a) Printed.
   (b) Developed by pupil.
   (c) Bird's-eye view of campaigns.
3. Reference books.
4. Historical poems.

III. TIME.

1. Epochs.
2. Dates.

IV. PLACES.

1. Geographical study:—
   (a) Position.
   (b) Physiography.
   (c) Water-ways.
   (d) Historical names.

V. CAUSES.

1. Physical.
2. Political.
3. Religious.

his fruit in his season; his leaf also shall not wither; and whatsoever he doeth shall prosper.

4. The ungodly are not so; but are like the chaff which the wind driveth away.

5. Therefore the ungodly shall not stand in the judgment, nor sinners in the congregation of the righteous.

6. For the Lord knoweth the way of the righteous; but the way of the ungodly shall perish.

PSALM 8.

O Lord our Lord, how excellent is thy name in all the earth! who hast set thy glory above the heavens.

2. Out of the mouth of babes and sucklings hast thou ordained strength because of thine enemies, that thou mightst still the enemy and the avenger.

3. When I consider thy heavens, the work of thy fingers, the moon and the stars which thou hast ordained;

4. What is man, that thou art mindful of him? and the son of man that thou visitest him?

5. For thou hast made him a little lower than the angels, and hast crowned him with glory and honor.

6. Thou madest him to have dominion over the works of thy hands; thou hast put all things under his feet:

7. All sheep and oxen, yea, and the beasts of the field;

8. The fowl of the air, and the fish of the sea, and whatsoever passeth through the paths of the seas.

9. O Lord our Lord, how excellent is thy name in all the earth!

PSALM 15.

Lord, who shall abide in thy tabernacle? who shall dwell in thy holy hill?

2. He that walketh uprightly and worketh righteousness, and speaketh the truth in his heart.

3. He that backbiteth not with his tongue, nor doeth evil to his neighbor, nor taketh up a reproach against his neighbor.

4. In whose eyes a vile person is contemned; but he honoreth them that fear the Lord. He that sweareth to his own hurt and changeth not.

5. He that putteth not out his money to usury, nor taketh reward against the innocent. He that doeth these things shall never be moved.

PSALM 19.

The heavens declare the glory of God and the firmament sheweth his handiwork.

2. Day unto day uttereth speech, and night unto night sheweth knowledge.

3. There is no speech nor language where their voice is not heard.

4. Their line is gone out through all the earth, and their words to the end of the world. In them hath he set a tabernacle for the sun.

5. Which is as a bridegroom coming out of his chamber, and rejoiceth as a strong man to run a race.

6. His going forth is from the end of the heaven, and his circuit unto the ends of it; and there is nothing hid from the heat thereof.

7. The law of the Lord is perfect, converting the soul: the testimony of the Lord is sure, making wise the simple.

8. The statutes of the Lord are right, rejoicing the heart: the commandment of the Lord is pure, enlightening the eyes.

9. The fear of the Lord is clean, enduring forever: the judgments of the Lord are true and righteous altogether.

10. More to be desired are they than gold, yea, than much fine gold; sweeter also than honey and the honeycomb.

11. Moreover by them is thy servant warned: and in keeping of them there is great reward.

12. Who can understand his errors? cleanse thou me from secret faults.

13. Keep back thy servant also from presumptuous sins; let them not have dominion over me: then shall I be upright, and I shall be innocent from the great transgression.

14. Let the words of my mouth and the meditation of my heart be acceptable in thy sight, O Lord, my strength, and my redeemer.

PSALM 23.

The Lord is my Shepherd: I shall not want.
2. He maketh me to lie down in green pastures: he leadeth me beside the still waters.
3. He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake.
4. Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou are with me; thy rod and thy staff they comfort me.
5. Thou preparest a table before me in the presence of mine enemies: thou annointest my head with oil; my cup runneth over.
6. Surely goodness and mercy shall follow me all the days of my life, and I will dwell in the house of the Lord forever.

PSALM 24.

The earth is the Lord's and the fullness thereof, the world and they that dwell therein.
2. For he hath founded it upon the seas, and established it upon the floods.
3. Who shall ascend unto the hill of the Lord; or who will stand in his holy place?
4. He that hath clean hands and a pure heart; who hath not lifted up his soul unto vanity nor sworn deceitfully.
5. He shall receive the blessing from the Lord, and righteousness from the God of his salvation.
6. This is the generation of them that seek him, that seek thy face, O Jacob. Selah.
7. Lift up your heads, O ye gates, and be ye lifted up, ye everlasting doors; and the king of glory shall come in.
8. Who is this King of Glory? The Lord strong and mighty, the Lord mighty in battle.
9. Lift up your heads, O ye gates; even lift them up, ye everlasting doors; and the King of glory shall come in.
10. Who is this King of glory? The Lord of hosts, he is the King of glory. Selah.

STATE OF MICHIGAN.

DEPARTMENT OF PUBLIC INSTRUCTION

PIONEER DAY PROGRAM

SECOND FRIDAY IN OCTOBER

OCTOBER 10, 1902

DEPARTMENT OF PUBLIC INSTRUCTION.

Lansing, July 1, 1902.

To Our Public School Teachers:

In the hurry and rush of these early days of the twentieth century, we sometimes nearly forget those who toiled and struggled to make our present conditions possible.

I refer to those hardy men and women, who left their homes in the East and came to the then unknown wilderness of Michigan to secure homes for themselves and their children.

What we owe to those pioneers, who blazed their way to all parts of the territory and laid the foundations of our great State, cannot be measured by earthly standards.

We of the present generation should not fail to express our deep sense of gratitude to the noble pioneers, who builded better than they knew, in establishing our civil and educational institutions.

I take pleasure in suggesting that Friday, October 10, 1902, and the second Friday in October of each succeeding year be observed as Pioneer Day in our public schools.

I deem it advisable that the teachers interest their pupils in this work, both for its educational and for its practical value. It would be of the highest educational value both from the standpoint of that interest, which every one naturally feels for the history of times which are past, but more especially valuable in the reflex influence, which the preparation of such history would have upon the rising generation, if every school district were organized into a Pioneer Historical Association, with the express purpose of preserving in some permanent form the early history of the district, township, and county.

I wish to urge upon teachers that in every program, besides recitations of appropriate selections, the pupils be required to prepare papers and essays upon topics which will require study and research, and that these be preserved.

In preparing for this day, the school should send invitations to all residents of the district, and to all former residents, if their present place of residence is known. Make it a district reunion. The success of this work will rest largely with the teachers, and I believe that the observance of this day will add to the effectiveness of the school work.

We send you this Pioneer Day Manual in the hope that it may prove an inspiration and benefit to the aged people in your district, and that it may inculcate in the minds of pupils a love and reverence for those who are approaching the sunset of their lives.

Very cordially yours,

Delos Fall

Superintendent of Public Instruction.

SUGGESTIVE PROGRAM.

Music—Opening song (Song Knapsack).
Prayer.
Music—America.
Address of Welcome—By one of the school.
Response—By one of the pioneers.
Music—Michigan, My Michigan.
Reading—The Founders of Michigan (Angell).
Declamation—Grandmothers (Johnny's opinion).
Music—Why Don't Parents Visit the School?
Recitation—Out of the Old House, Nancy.
Paper—History of the School District.
Music—Our Flag.
Paper—The Indians, Their Legends and Their Wars.
Declamation—The Old Clock in the Hall.
Music—The Land of the Lakes.
Paper—Home Life and Customs of Pioneers.
Recitation—Fifty Years Ago.
Music—Michigan Song.
Paper—Primitive Farming and Present Methods.
Recitation—Rock Me to Sleep.
Closing Song—Auld Lang Syne.

HISTORY OF THE SCHOOL DISTRICT.

The following outline may be used by the pupils in preparing a historical sketch of the school district. Copies of these should be preserved and it will be a very nice idea to have some of them printed, framed and hung in the schoolhouse. A copy of them should also be sent to the Secretary of the State Pioneer and Historical Society at Lansing.

OUTLINE.

1. Name of district and why so named.
2. Township.
3. When district was organized.
4. When and where first schoolhouse was built and cost of the same.
5. When present house was built and its cost.
6. Name of first director and name of first teacher.
7. Names and present addresses of the first residents of the district.
8. Names of the present residents of the district.
9. Names of all the teachers who have been employed, so far as known.
10. Size of the district in sections.
11. Population and valuation of the district.
12. Number included in first school census and number at present.

In the same way the history of the township and county might be prepared. It would be an excellent plan to have some pupils prepare biographies of the first residents of the district. In the preparation of these articles any legend or historical allusion that would be of interest should be mentioned.

In preparing the program it would be well to have some of the old residents still living in the district give a short talk on their recollections of their school days. It would be especially interesting to the children to have a description of the household utensils and schoolhouse arrangements and appurtenances, and have as many of these articles as possible on exhibition at the schoolhouse, such as books, spinning wheels, reels, kettles, andirons, tongs, candlesticks, snuffers, etc. Every effort should be made to interest the older people in the exercise and to interest the children in the old people and the early history of the locality. The following subjects may be used from time to time in order to give the children some "search topics."

SUGGESTIVE TOPICS.

1. Original boundaries of Michigan.
2. Labors of Pere Marquette, LaSalle, Cadillac, other Jesuits and early explorers.
3. The Indians—Their legends and their wars.
4. Troubles with foreign powers.
5. Toledo war and acquisition of Upper Peninsula.
6. Houghton—His work and aims.
7. Territorial government and officers.
8. State government and officers.
9. Organization of counties and townships.
10. Mineral discoveries.
11. Our forests—Their past and future.
12. The growth of public schools—books and studies.
13. Michigan's unwritten history—King Strang and others.
14. Transportation—From the pack horse, canoe and stage-coach to electric cars.
15. Development of charitable institutions.
16. Home life and customs of pioneers—Church privileges, dress, furniture, toys, books and amusements.
17. Primitive farming and present methods.
18. Our debt to the pioneer, the State, to the State Pioneer and Historical Society.
19. What can we do to show our gratitude for the present comforts?
20. How can we collect the early history of our State and gather relics for the museum?
21. Early traditions.
22. Indian mounds.
23. Life in the early days and at present.

THE FOUNDERS OF MICHIGAN.

We should cherish with the highest respect the memory of the founders of this State. Among them were many of the most intelligent and enterprising men and women of Ohio, New York, New England, and Virginia. The men who drafted the first Constitution of the State were men of large views and broad statesmanship. The friends of the educational system of Michigan should be especially grateful to the authors of the Constitutional Article on education. Isaac E. Crary of Marshall, a graduate of Trinity College, Connecticut, drafted that article, after much consultation with Rev. John D. Pierce, a graduate of Brown University, who was afterwards the first Superintendent of Public Instruction in this State. Thanks to the wisdom of the fathers and to the generous love of education cherished by their successors, the school children of our day can see the path open to them through the district school and higher schools, to the Normal school, the Agricultural College, the Mining School, and the University, at moderate expense. No State is better provided than Michigan with facilities for every child to obtain an education which will fit him for any position in life.

JAMES B. ANGELL.

SELECTIONS.

TRUE PATRIOTISM.

What constitutes a State?
  Not high-raised battlement or labored mound,
Thick wall or moated gate;
  Not cities proud, with spires and turrets crowned;
Not bays and broad-armed ports,
  Where, laughing at the storm, rich navies ride;
Not starred and spangled courts,
  Where low-browed baseness wafts perfume to pride.

No; men, high-minded men,
  With powers as far above dull brutes endued,
In forest brake, or den,
  As beasts excel cold rocks and brambles rude;
Men who their duties know,—
  But know their rights, and knowing, dare maintain;
Prevent the long-aimed blow,
  And crush the tyrant while they rend the chain;
These constitute a State;
  And sovereign law, that State's collected will,
O'er thrones and globes elate,
  Sits empress, crowning good, repressing ill.

—*Sir William Jones.*

AMERICA.

My country! 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the Pilgrim's pride,
From ev'ry mountain side
Let freedom ring.

My native country! thee,
Land of the noble free,
Thy name I love.
I love thy rocks and rills,
Thy woods and templed hills,
My heart with rapture thrills,
Like that above.

Let music swell the breeze
And ring from all the trees
Sweet freedom's song,
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break
The sound prolong.

Our father's God! to Thee
Author of liberty!
To Thee we sing.
Long may our land be bright
With freedom's holy light
Protect us by Thy might,
Great God, our King!

SONG OF THE OLD FOLKS.

(Auld Lang Syne.)

Should auld acquaintance be forgot,
And never brought to mind;
Should auld acquaintance be forgot,
And songs of auld lang syne?
For auld lang syne we meet to-night,
For auld lang syne;
To sing the songs our fathers sung
In days of auld lang syne.

We've passed through many varied scenes
Since youth's unclouded day;
And friends, and hopes, and happy dreams
Time's hand hath swept away.
And voices that once joined with ours
In days of auld lang syne
Are silent now and blend no more
In songs of auld lang syne.

* * * * *

Here we have met, here we may part,
To meet on earth no more;
And we may never sing again
The cherished songs of yore;

The sacred songs our fathers sang,
In days of auld lang syne;
We may not meet to sing again
The songs of auld lang syne.

But when we've crossed the sea of life,
And reached the heavenly shore,
We'll sing the songs our fathers sang,
Transcending those of yore;
We'll meet to sing diviner strains
Than those of auld lang syne;
Immortal songs of praise, unknown
In days of auld lang syne.

LANDING OF THE PILGRIM FATHERS.

The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed;

And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

Not as the conquerer comes
They, the true-hearted, came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear,—
They shook the depths of the desert gloom
With their hymn of lofty cheer.

Amidst the storm they sang,
And the stars heard and the sea!
And the sounding aisles of the dim wood rang
To the anthems of the free!

The ocean-eagle soared
From his nest by the white wave's foam,
And the rocking pines of the forest roared,—
This was their welcome home!

There were men with hoary hair
Amidst that pilgrim band;
Why had they come to wither there
Away from their childhood's land?

There was woman's fearless eye
Lit by her deep love's truth;
There was manhood's brow, serenely high,
And the fiery heart of youth.

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?
They sought a faith's pure shrine!

Ay, call it holy ground,
The soil where first they trod!
They've left unstained what there they found.—
Freedom to worship God!

—*Mrs. Hemans.*

FIFTY YEARS AGO.

A song for the early times out west,
And our green old forest home,
Whose pleasant memories freshly yet
Across the bosom come;
A song for the free and gladsome life,
In those early days we led,
With a teeming soil beneath our feet,
And a smiling heaven o'erhead!
O, the waves of life danced merrily,
And had a joyous flow,
In the days when we were pioneers,
Fifty years ago!

The hunt, the shot, the glorious chase,
The captured elk or deer;
The camp, the big, bright fire, and then
The rich and wholesome cheer;
The sweet, sound sleep, at dead of night,
By our camp-fire blazing high—
Unbroken by the wolf's long howl,
And the panther springing by;
O, merrily passed the time, despite,
Our wily Indian foe,
In the days when we were pioneers,
Fifty years ago!

We shunned not labor; when 'twas due,
We wrought with right good will;
And, for the home we won for them,
Our children bless us still.
We lived not hermit lives; but oft
In social converse met;
And fires of love were kindled then,
That burn on warmly yet.
O, pleasantly the stream of life
Pursued its constant flow,
In the days when we were pioneers,
Fifty years ago!

We felt that we were fellow-men;
We felt we were a band,
Sustained here in the wilderness,
By Heaven's upholding hand.
And, when the solemn Sabbath came,
We gathered in the wood,
And lifted up our hearts in prayer
To God, the only Good.
Our temples then were earth and sky;
None others did we know,
In the days when we were pioneers,
Fifty years ago!

Our forest life was rough and rude,
And dangers closed us round;
But here, amid the green old trees,
Freedom we sought and found.
Oft through our dwellings wint'ry blasts
Would rush with shriek and moan;
We cared not—though they were but frail,
We felt they were our own!
O, free and manly lives we led,
Mid verdure or mid snow,
In the years when we were pioneers,
Fifty years ago!

But now our course of life is short;
And as, from day to day,
We're walking on with halting step,
And fainting by the way,
Another land, more bright than this,
To our dim sight appears,
And, on our way to it, we'll soon
Again be pioneers!
And, while we linger, we may all
A backward glance still throw
To the days when we were pioneers,
Fifty years ago!

ROCK ME TO SLEEP.

Backward, turn backward, O Time, in your flight,
Make me a child again just for to-night!
Mother, come back from the echoless shore,
Take me again to your heart as of yore;
Kiss from my forehead the furrows of care,
Smooth the few silver threads out of my hair;
Over my slumbers your loving watch keep;—
Rock me to sleep, mother—rock me to sleep!

Backward, flow backward, O tide of the years!
I am so weary of toil and of tears—
Toil without recompense, tears all in vain—
Take them, and give me my childhood again;
I have grown weary of dust and decay—
Weary of flinging my soul-wealth away;
Weary of sowing for others to reap;
Rock me to sleep, mother,—rock me to sleep!

Tired of the hollow, the base, the untrue,
Mother, O mother, my heart calls for you!
Many a summer the grass has grown green,
Blossomed, and faded our faces between,
Yet with strong yearning and passionate pain
Long I to-night for your presence again.
Come from the silence so long and so deep—
Rock me to sleep, mother—rock me to sleep!

Over my heart, in the days that are flown,
No love like mother-love ever has shone;
No other worship abides and endures—
Faithful, unselfish, and patient like yours:
None like a mother can charm away pain
From the sick soul and the world-weary brain.
Slumber's soft calms o'er my heavy lids creep—
Rock me to sleep, mother—rock me to sleep!

Come, let your brown hair, just lighted with gold,
Fall on your shoulders again as of old;
Let it drop over my forehead again to-night,
Shading my faint eyes away from the light;
For with its sunny-edged shadows once more
Haply will throng the sweet visions of yore;
Lovingly, softly, its bright billows sweep—
Rock me to sleep, mother—rock me to sleep!

Mother, dear mother, the years have been long
Since I last listened to your lullaby song;
Sing, then, and unto my soul it shall seem
Womanhood's years have been only a dream.
Clasped to your heart in a loving embrace,
With your light lashes just sweeping my face,
Never hereafter to wait or to weep;—
Rock me to sleep, mother—rock me to sleep!

—*Florence Percy.*

THE OLD OAKEN BUCKET.

How dear to my heart are the scenes of my childhood,
When fond recollection presents them to view!
The orchard, the meadow, the deep-tangled wildwood,
And every loved spot which my infancy knew;
The wide-spreading pond and the mill which stood by it,
The bridge, and the rock where the cataract fell;
The cot of my father, the dairy-house nigh it,
And e'en the rude bucket which hung in the well;—
The old oaken bucket, the iron-bound bucket,
The moss-covered bucket which hung in the well.

That moss-covered vessel I hail as a treasure;
For often, at noon, when returned from the field,
I found it the source of an exquisite pleasure,
The purest and sweetest that nature can yield.
How ardent I seized it, with hands that were glowing!
And quick to the white-pebbled bottom it fell;
Then soon, with the emblem of truth overflowing,
And dripping with coolness, it rose from the well;—
The old oaken bucket, the iron-bound bucket,
The moss-covered bucket arose from the well.

How sweet from the green mossy brim to receive it,
As, poised on the curb, it inclined to my lips!
Not a full blushing goblet could tempt me to leave it,
Though filled with the nectar that Jupiter sips.
And now, far removed from the loved situation,
The tear of regret will intrusively swell,
As fancy reverts to my father's plantation,
And sighs for the bucket which hangs in the well;—
The old oaken bucket, the iron-bound bucket,
The moss-covered bucket which hung in the well.

—*Samuel Woodworth.*

THE OLD ARM-CHAIR.

I love it, I love it! and who shall dare
To chide me for loving that old arm-chair?
I've treasured it long as a sainted prize,
I've bedewed it with tears, I've embalmed it with sighs.
'Tis bound by a thousand bands to my heart;
Not a tie will break, not a link will start;
Would you know the spell?—a mother sat there!
And a sacred thing is that old arm-chair.

In childhood's hour I lingered near
The hallowed seat with listening ear;
And gentle words that mother would give
To fit me to die, and teach me to live.
She told me that shame would never betide
With Truth for my creed and God for my guide;
She taught me to lisp my earliest prayer,
As I knelt beside that old arm-chair.

I sat, and watched her many a day,
When her eyes grew dim and her locks were gray;
And I almost worshipped her when she smiled,
And turned from her Bible to bless her child.
Years rolled on, but the last one sped—
My idol was shattered, my earth-star fled!
I learnt how much the heart can bear,
When I saw her die in her old arm-chair.

'Tis past, 'tis past! but I gaze on it now,
With quivering breath and throbbing brow;
'Twas there she nursed me, 'twas there she died,
And memory flows with lava tide.
Say it is folly, and deem me weak,
Whilst scalding drops start down my cheek;
But I love it, I love it, and cannot tear
My soul from a mother's old arm-chair.

—*Elias Cook.*

MY LOST YOUTH.

Often I think of the beautiful town
That is seated by the sea;
Often in thought go up and down
The pleasant streets of that dear old town,
And my youth comes back to me.
And a verse of a Lapland song
Is haunting my memory still,
"A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts."

I can see the shadowy lines of its trees,
And catch, in sudden gleams,
The sheen of the far surrounding seas,
And islands that were the Hesperides
Of all my boyish dreams.
And the burden of that old song
It murmurs and whispers still:
"A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts."

I remember the black wharves and the slips
And the sea-tides tossing free;
And Spanish sailors with bearded lips,
And the beauty and mystery of the ships,
And the magic of the sea.
And the voice of that wayward song
Is singing and saying still:
"A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts."

I remember the bulwarks by the shore,
And the fort upon the hill;
The sunrise gun, with its hollow roar,
The drum-beat repeated o'er and o'er,
And the bugle wild and shrill.
And the music of that old song
Throbs in my memory still:
"A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts."

I remember the sea-fight far away,
How it thundered o'er the tide,
And the dead captains as they lay
In their graves, o'erlooking the tranquil bay,
Where they in battle died.
And the sound of that mournful song
Goes through me with a thrill:
"A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts."

I can see the breezy dome of groves,
The shadows of Deering's woods;
And the friendships old and the early loves
Come back with a sabbath sound, as of doves
In quiet neighborhoods.
And the verse of that sweet old song
It flutters and murmurs still:
"A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts."

I remember the gleams and glooms that dart
Across the schoolboy's brain;
The song and the silence in the heart,
That in part are prophecies, and in part
Are longings wild and vain.
And the voice of that fitful song
Sings on and is never still:
"A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts."

There are things of which I may not speak;
There are dreams that cannot die
There are thoughts that make the strong heart weak,
And bring a pallor into the cheek,
And a mist before the eye.
And the words of that fatal song
Come over me like a chill:
"A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts."

Strange to me now are the forms I meet
When I visit the dear old town;
But the native air is pure and sweet,
And the trees that o'ershadow each well-known street,
As they balance up and down,

Are singing the beautiful song
Are sighing and whispering still;
"A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts."

And Deering's Woods are fresh and fain,
And with joy that is almost pain
My heart goes back to wander there,
And among the dreams of the days that were,
I find my lost youth again.
And the strange and beautiful song
The groves are repeating it still:
"A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts."

—*Henry W. Longfellow.*

THE LAST LEAF.

I saw him once before
As he passed by the door;
  And again
The pavement-stones resound
As he totters o'er the ground
  With his cane.

They say, that in his prime,
Ere the pruning-knife of Time
  Cut him down,
Not a better man was found
By the crier on his round
  Through the town.

But now he walks the streets,
And he looks at all he meets,
  Sad and wan;
And he shakes his feeble head,
That it seems as if he said,
  "They are gone!"

The mossy marbles rest
On the lips that he has prest
  In their bloom;
And the names he loved to hear
Have been carved for many a year
  On the tomb.

My grandmamma has said—
Poor old lady! she is dead
  Long ago—
That he had a Roman nose
And his cheek was like a rose
  In the snow.

But now his nose is thin
And it rests upon his chin
  Like a staff;
And a crook is in his back,
And a melancholy crack
  In his laugh.

I know it is a sin
For me to sit and grin
  At him here;

But the old three-cornered hat,
And the breeches, and all that,
Are so queer!

And if I should live to be
The last leaf upon the tree
In the spring,
Let them smile, as I do now,
At the old forsaken bough
Where I cling.

—Oliver Wendell Holmes.

TWENTY YEARS AGO.

ANONYMOUS.

I've wandered to the village, Tom, I've sat beneath the tree,
Upon the schoolhouse play-ground that sheltered you and me;
But none were there to greet me, Tom, and few were left to know
That played with us upon the green, some twenty years ago.

The grass is just as green, Tom, bare-footed boys at play
Were sporting, just as we did then, with spirits just as gay.
But the "master" sleeps upon the hill, which, coated o'er with snow
Afforded us a sliding-place, just twenty years ago.

The old schoolhouse is altered now; the benches are replaced
By new ones, very like the same our penknives once defaced;
But the same old bricks are in the wall, the bell swings to and fro
Its music just the same, dear Tom, as twenty years ago.

The boys were playing some old game, beneath the same old tree
I have forgot the name just now—you've played the same with me
On that same spot; 'twas played with knives, by throwing so and so
The loser had a task to do there, twenty years ago.

The river's running just as still; the willows on its side
Are larger than they were, Tom; the stream appears less wide;
But the grape-vine swing is ruined now, where once we played the beau,
And swung our sweethearts—pretty girls—just twenty years ago.

The spring that bubbled 'neath the hill, close by the spreading beech,
Is very low—'twas once so high that we could scarcely reach;
And kneeling down to get a drink, dear Tom, I started so,
To see how sadly I am changed since twenty years ago.

Near by the spring upon an elm, you know I cut your name,
Your sweetheart's just beneath it, Tom, and you did mine the same;
Some heartless wretch has peeled the bark, 'tis dying sure but slow,
Just as the one whose name you cut died twenty years ago.

My lids have long been dry, Tom, but tears came in my eyes;
I thought of her I loved so well, those early-broken ties;
I visited the old churchyard, and took some flowers to strew
Upon the graves of those we loved, some twenty years ago.

Some are in the churchyard laid, some sleep beneath the sea;
But few are left of our old class, excepting you and me:
And when our time shall come, Tom, and we are called to go,
I hope they'll lay us where we played, just twenty years ago.

OUT OF THE OLD HOUSE, NANCY.

Out of the old house, Nancy—moved up into the new;
All the hurry and worry is just as good as through.
Only a bounden duty remains for you and I—
And that's to stand on the door-step, here, and bid the old house good-bye.

What a shell we've lived in, these nineteen or twenty years!
Wonder it hadn't smashed in and tumbled about our ears;
Wonder it's stuck together, and answered till to-day;
But every individual log was put up here to stay.

Things looked rather new, though, when this old house was built;
And things that blossomed you would've made some women wilt;
And every other day, then, as sure as day would break,
My neighbor Ager come this way, invitin' me to "shake."

And you, for want of neighbors, was sometimes blue and sad,
For wolves and bears and wild-cats was the nearest ones you had;
But lookin' ahead to the clearin' we worked with all our might,
Until we was fairly out of the woods and things was goin' right.

Look up there at our new house!—ain't it a thing to see?
Tall and big and handsome, and new as new can be;
All in apple-pie order, especially the shelves,
And never a debt to say but what we own it all ourselves.

Look at our old log-house—how little it now appears!
But it's never gone back on us for nineteen or twenty years;
An' I won't go back on it now, or go to pokin' fun—
There's such a thing as praisin' a thing for the good that it has done.

Probably you remember how rich we was that night,
When we was fairly settled, an' had things snug and tight:
We feel as proud as you please, Nancy, over the house that's new,
But we felt as proud under this old roof, and a good deal prouder, too.

Never a handsomer house was seen beneath the sun:
Kitchen and parlor and bedroom—we had 'em all in one;
And the fat old wooden clock that we bought when we come West,
Was tickin' away in the corner there, and doin' its level best.

Trees was all around us, a-whisperin' cheering words;
Loud was the squirrel's chatter and sweet the song of birds;
And home grew sweeter and brighter—our courage began to mount—
And things looked hearty and happy then, and work appeared to count.

* * * * * * * * *

Yes, a deal has happened to make this old house dear:
Christenin's, funerals, weddin's—what haven't we had here?
Not a log in this buildin' but its memories has got,
And not a nail in this old floor but touches a tender spot.

Out of the old house, Nancy—moved up into the new;
All the hurry and worry is just as good as through;
But I tell you a thing right here, that I ain't ashamed to say,
There's precious things in this old house that we never can take away.

Here the old house will stand but not as it stood before:
Winds will whistle through it and rains will flood the floor;
And over the hearth, once blazing, the snow-drifts oft will pile,
And the old things will seem to be a mournin' all the while.

Fare you well, old house! you're naught that can feel or see,
But you seem like a human being—a dear old friend to me;
And we never will have a better home, if *my* opinion stands,
Until we commence a-keepin' house in the house not made with hands.

—*Will Carleton.*

GRANDMOTHERS.

JOHNNY'S OPINION.

Grandmothers are very nice folks;
They beat all the aunts in creation;
They let a chap do as he likes,
And don't worry about education.

I'm sure I can't see it at all,
What a poor fellow ever could do
For apples, and pennies, and cakes,
Without a grandmother or two.

Grandmothers speak softly to "ma's,"
To let a boy have a good time;
Sometimes they will whisper, 'tis true,
T'other way, when a boy wants to climb.

Grandmothers have muffins for tea
And pies a whole row in the cellar,
And they're apt (if they know it in time),
To make chicken pies for a "feller!"

And if he is bad now and then,
And makes a great racketing noise,
They only look over their specs
And say, "Ah, these boys will be boys."

"Life is only so short at the best;
Let the children be happy to-day."
Then they look for a while at the sky,
And the hills that are far, far away.

Quite often, as twilight comes on,
Grandmothers sing hymns, very low,
To themselves as they rock by the fire,
About Heaven, and when they shall go.

And then a boy, stopping to think,
Will find a hot tear in his eye,
To know what will come at the last;
For grandmothers all have to die.

I wish they could stay here and pray,
For a boy needs their prayers every night;
Some boys more than others, I s'pose,
Such as I need a wonderful sight.

THE RAINY DAY.

The day is cold, and dark, and dreary;
It rains, and the wind is never weary.
The vine still clings to the mouldering wall,
But at every gust the dead leaves fall,
And the day is dark and dreary.

My life is cold, and dark, and dreary;
It rains, and the wind is never weary.
My thoughts still cling to the mouldering Past,
But the hopes of youth fall thick in the blast,
And the days are dark and dreary.

Be still, sad heart, and cease repining;
Behind the clouds is the sun still shining.
Thy fate is the common fate of all;
Into each life some rain must fall;
Some days must be dark and dreary.

—*Henry W. Longfellow.*

A NAME IN THE SAND.

Alone I walked the ocean strand;
A pearly shell was in my hand;
I stooped and wrote upon the sand
My name—the year—the day.
As onward from the spot I passed,
One lingering look behind I cast—
A wave came rolling, high and fast,
And washed my lines away.

And so, methought, 'twill shortly be
With every mark on earth from me;
A wave of dark oblivion's sea
Will sweep across the place
Where I have trod the sandy shore
Of time—and been, to be no more—
Of me, my name, the name I bore,
To leave no track nor trace.

And yet, with Him who counts the sand,
And holds the waters in His hands,
I know a lasting record stands
Inscribed against my name,
Of all this mortal part has wrought,
Of all this thinking soul has thought—
And from these fleeting moments caught—
For glory or for shame.

—*George D. Prentice.*

THE OLD CLOCK IN THE HALL.

It is quite out of touch with the world of to-day,
That quaintly old grandfather clock;
It has a slow-measured and dignified way,
Much like the old Puritan stock
Who handed it down to us, sire to son,
And, though it's outrageously tall,
I'm always impressed by the service it's done—
That solemn old clock in the hall.

These ormolu statuesque trifles of art,
The new clocks of Dresden and delf,
Are pleasing the more to the eye than the heart,
Suggestive of latter-day pelf;
Perhaps for my lady's boudoir they're the thing,
Their subtly sweet tick-a-tacks fall
In harmony meet, yet I resolute cling
To that solemn old clock in the hall.

Far back in the glow of the years that have fled,
When courtships sedate were in vogue,
Ere its hands marked the stern prescribed hour for bed
Was it turned back by grandma, the rogue?
A ling'ring good night then did grandfather say?
We'd like to know secrets and all,
But it telleth no tales though we plead as we may,
That solemn old clock in the hall.

The young folks incline to a jest at its size,
They surely mean no disrespect;
They never feel Memory's mist in their eyes,
They stay not their mirth to reflect
How grief and how glory, how life and how love,
Seems to shine in its face and recall
An age that is gone which was typical of
That solemn old clock in the hall.

—Ladies' World.

EDUCATIONAL FUND

AND REPORT OF

UNIVERSITY OF MICHIGAN

EDUCATIONAL FUNDS.

PRIMARY SCHOOL FUNDS.

Seven per cent fund:		
Amount on which state pays interest June 30, 1902..	$4,157,235 37	
Due from purchasers of land, June 30, 1902.....	85,289 54	
Total seven per cent fund June 30, 1902.....		$4,242,524 91
Five per cent fund:		
Amount on which state pays interest June 30, 1902.....		886,781 11
Total school fund June 30, 1902.....		$5,129,306 02

INCOME ON PRIMARY SCHOOL INTEREST FUND.

Interest paid by state on seven per cent fund during year ending June 30, 1902.....	$289,139 52	
Interest and penalty paid by holders of land on seven per cent fund during year ending June 30, 1902....	6,994 14	
Interest paid by state on five per cent fund.....	43,971 71	
Total income from both funds.....		$340,105 37
Surplus of specific taxes transferred.....	$1,668,768 23	
Paid by trespassers on school land.....	1,582 78	
Total		1,670,351 01
Total income for year ending June 30, 1902.....		$2,010,456 38

UNIVERSITY FUND.

Amount on which state pays interest, June 30, 1902....	$537,468 61	
Interest paid by state (on land grant).....		$37,603 14
Interest paid by state on deposit.....		50 00
Interest and penalty paid by holders of land.....		875 93
Total income for year ending June 30, 1902.....		$38,529 07

AGRICULTURAL COLLEGE FUND.

Amount on which state pays interest June 30, 1902.....	$847,668 78	
Interest paid by state.....		$58,562 01
Interest and penalty paid by holders of land.....		4,201 66
Paid by trespassers on lands.....		1,422 22
Received from United States government.....		25,000 00
Total income for the year ending June 30, 1902.....		$89,185 89

NORMAL SCHOOL FUND.

Amount on which state pays interest, June 30, 1902.....	$67,882 62	
Interest paid by state.....		$4,070 76
Interest and penalty paid by holders of land.....		106 64
Total income for year ending June 30, 1902.....		$4,177 40

UNIVERSITY OF MICHIGAN.

THE TREASURER'S REPORT FOR THE FISCAL YEAR ENDING JUNE 30, 1902.

GENERAL ACCOUNT.

Leaving out of consideration the balances at the beginning and the end of the year, the Treasurer reports the receipt of $719,251.58, and disbursements amounting to $690,063.36. In this connection, however, attention is called to the fact that the sum of $42,082.30, included by the Treasurer in his receipts, was returned, in June, to the State Treasury for transfer from the general fund to the special accumulating fund for buildings, and that, in consequence, the figures, on both sides of the account are larger by the sum named than they otherwise would be.

Receipts.—In the itemized statement of the sources of income given below, the net receipts from students for laboratory expenses and other charges of analogous character are given as $32,341.26; but this sum should not be considered as an actual addition to the income of the University, but rather as a reimbursement for the cost of material and special supplies purchased by the University for students' use. Neither should the hospital receipts be treated as earnings of the University, for they are made up of payments by patients for board, medicines, and special nursing, the cost of which appears on the other side of the account in the large items of hospital expenses. The services of the faculties are gratuitous to patients whose cases are available for clinical instruction. The hospitals are, in fact, a continual source of large expense, not of income. The receipts from the dental operating room, coming from persons who take advantage of the clinical opportunities there offered, paying only for material used, are also to be regarded as an offset against the expenses of the department.

Building Fund.—The money set aside by the State Treasurer and the Auditor General as a University Building Fund is drawn, under provisions of State laws, from the proceeds of the quarter-mill tax, and can only be used by the Regents in the erection of new buildings or for extraordinary repairs. The amount received from the State during the year was $71,298.35. The expenditures were as follows:

On the New Medical Building	$76,187 22
On the Science Building	700 00
On the Barbour Gymnasium	469 98
On the New Engineering Building	24 70
On the Law Building	12 51
	$77,394 41

The condition of the building fund, June 30, 1902, was as follows:

Amount in hands of State Treasurer		$187,959 80
Less Overdrafts on books of University Treasurer:		
Electric Light Plant	$184 54	
New Engineering Building	24 70	
Barbour Gymnasium	469 98	
New Medical Building	9,147 02	
		9,826 24
Net balance		$178,133 56

The whole of the amount standing to the credit of the building fund on the 30th of June, 1902, has been set aside by the Board and by the State Treasurer for use in the construction of the new medical and engineering buildings and in the completion of the Barbour gymnasium; and no part of it is available for other purposes.

General Expenses.—As the University is organized, it is not possible to apportion with accuracy among the several departments the total sum expended during the year; but, in the classification of expenditures given below, an attempt is made to show as clearly as may be the more important facts without entering into minute details. No attempt is made to distribute *pro rata* among the departments the cost of general administration, heating and lighting, care of buildings and grounds, etc., nor the expenses of the gymnasium and the laboratories in which students from more than one department receive instruction at the same time; and some of the minor expenditures provided for in the annual budget are grouped under some comprehensive heading.

In making up the monthly pay rolls, a separate roll is prepared for each department (except the Department of Literature, Science and the Arts), upon which are placed the names of all the officers whose duties lie wholly, or chiefly, in the department. (The salaries of the Bates Professor of the Diseases of Women and Children, and his assistants, in the Department of Medicine and Surgery, being drawn from the income of the Bates Fund, are not here included.)

The pay roll of the Department of Literature, Science, and the Arts is included in what is designated below as the General Pay Roll. This comprises, in addition to the pay of professors and other instructors in the department, the salaries of the administrative officers of the University, with their necessary assistants and clerks, and of the whole body of permanent employees, of whatever grade, who are paid by the year or month, and are not elsewhere included. The pay rolls of laborers employed for short periods, and paid accordingly, are charged to the contingent account, the repairs account, or otherwise, according to the nature of the service rendered.

SUMMARY OF RECEIPTS, SHOWING SOURCES OF INCOME, FOR THE FISCAL YEAR ENDING JUNE 30, 1902.

A. From the State Treasury:		
For Current Expenses:		
Proceeds of quarter-mill tax for the year 1901 (two-tenths, on the basis of the valuation of 1896)		$55,255 00
Proceeds of quarter-mill tax for the year 1902 (seven-tenths, on the basis of the valuation of 1901)		276,167 50
Special Appropriation for Homœopathic Medical College		6,000 00
Special Appropriation for Summer Hospitals		3,000 00
University Interest		38,285 47
For Buildings and Extraordinary Repairs		71,298 35
Total from State Treasury		$450,006 32
B. From Students' Fees and Deposits:		
(1) Matriculation Fees and Annual Fees:		
Department of Literature, Science, and the Arts	$55,180 00	
Department of Engineering	21,365 00	
Department of Medicine and Surgery	20,995 00	
Department of Law	40,195 00	
School of Pharmacy	3,225 00	
Homœopathic Medical College	2,820 00	
College of Dental Surgery	8,335 00	
Summer Sessions:		
Literary Department	5,115 00	
Medical Department	1,150 00	
Law Department	1,158 00	
	$159,538 00	
Less amounts refunded to students under the regulations of the Regents	3,600 00	
		$155,938 00
(2) Diploma Fees	$8,240 00	
Less sums refunded	95 00	
		8,145 00
(3) Payments and deposits on account of laboratory or demonstration courses, rent of gymnasium lockers, use of keys and drawing boards, and the like	$35,519 25	
Less sums returned to students on settlement of accounts	3,177 99	
		32,341 26
Net Receipts from Students' Fees and Deposits		$196,424 26
C. Receipts from Miscellaneous Sources:		
From University Hospital	$39,204 33	
From Homœopathic Hospital	14,942 71	
From Dental Operating Room	5,027 66	
From Engineering Shops	661 83	
From Interest on Bank Deposits	898 73	
Unclassified	5,212 75	
		$65,948 01
Recapitualation:		
From State Treasury		$450,006 32
From Students' Fees and Deposits (gross receipts)		203,297 25
From Miscellaneous Sources		65,948 01
Total receipts, as previously stated		$719,251 58

SUMMARY OF EXPENDITURES FOR THE FISCAL YEAR ENDING JUNE 30, 1902.

A. Pay Roll:	
General Pay Roll	$176,579 44
Department of Engineering	42,686 38
Department of Medicine and Surgery	38,785 00
University Hospital	12,791 83
Department of Law	39,184 00
School of Pharmacy and Chemical Laboratory	24,453 26
Homœopathic Medical College	11,000 65
Homœopathic Hospital	4,337 09
College of Dental Surgery	13,240 00
Summer Schools:	
Literary	6,545 00
Medical	803 75
Law	1,556 00
	$371,962 40
B. Expenses for Laboratories, Shops, Demonstration Courses, Etc.:	
Anatomical Laboratory, material and supplies	$2,094 98
Botanical Laboratory and Garden	965 58
Chemical Laboratory	12,055 64
Dental Operating Room (including incidental expenses of the College of Dental Surgery)	6,038 29
Electrotherapeutical Laboratory	433 09
Engineering Laboratory and Shops	5,825 48
Histological Laboratory	742 71
Hygienic Laboratory	3,123 19
Pathological Laboratory	557 04
Physical Laboratory	1,222 44
Physiological Laboratory	509 04
Surgical Clinics and Demonstrations	299 16
Zoological Laboratory	997 04
	$34,863 68
C. Libraries:	
Book Purchases (not including purchases from trust funds):	
General Library	$8,580 69
Medical Library	2,124 31
Law Library	2,135 77
Homœopathic Library	218 38
Dental Library	364 33
Bindery Pay Roll	2,152 10
Incidental Expenses, assistants, cataloguing, etc	1,134 30
	$16,709 88
D. Departmental Current Expenses:	
Department of Literature, Science and the Arts (Appointment Committee, English, French, Geology, German, Greek, History, Latin, Mineralogy, Music, Philosophy, Semitics)	$1,532 96
Department of Engineering (Civil Engineering, Incidentals, Naval Architecture)	1,021 58
Department of Medicine and Surgery (Asylum Pathologist, Dermatology, Incidentals, Materia Medica, Nervous Diseases, Ophthalmology, Theory and Practice)	1,506 81
Department of Law	805 82
Homœopathic Medical College	454 24
Summer Schools:	
Literary	372 77
Medical	31 75
Law	81 28

Hospitals:	
University Hospital	$22,624 52
Summer Expenses	1,995 35
Homœopathic Hospital	14,534 94
Summer Expenses	1,004 65
Laundry	4,556 80
	$50,523 57
E. Miscellaneous Current Expenses:	
Contingent (including purchase of real estate)	$ 9,501 14
Ordinary Repairs	11,120 15
Fuel and Lights	21,937 95
Water Supply	1,858 57
Electrical and Heating Plants (supplies and pay rolls)	3,355 73
Carpenter Shop (material) and Care of Teams	2,306 25
Diplomas and Commencement Expenses	2,513 90
Advertising and Printing	2,302 34
Postage	1,672 17
News Letter and Alumni Association	1,400 00
General Catalogue	2,920 26
Michigan Law Review	300 00
Gymnasiums	993 04
Museum	451 35
Observatory	216 91
Inspection of Schools	644 51
Return of Students' Fees and Deposits	6,872 99
	$70,367 26
F. New Buildings and Extraordinary Repairs:	
On account of New Law Building	$12 51
On account of Psychopathic Ward	24 60
On account of Engineering Building	24 70
On account of Barbour Gymnasium	469 98
On account of Science Building	700 00
On account of Addition to Heating Plant	26,135 26
On account of Medical Building	76,187 22
	$103,554 27
G. Returned to State Treasury:	
For Transfer to Special Building Fund	$42,082 30
Recapitulations:	
Pay Rolls	$371,962 40
Laboratories, etc	34,863 68
Libraries	16,709 88
Departmental Current Expenses (including hospital accounts)	50,523 57
Miscellaneous Current Expenses (heating, lighting, ordinary repairs, refunds to students, etc.)	70,367 26
New Buildings and Extraordinary Repairs	103,554 27
Refund to State Treasury for Transfer to Building Fund	42,082 30
Total, as previously stated	$690,063 36

TRUST FUNDS.

The changes in the trust funds during the year may be summarized as follows:

Balance reported by Treasurer, June 30, 1901	$243,890 61
Received during the year as gifts and contributions	23,824 36
Proceeds of sale of real estate in Detroit (Walter Crane Fund)	1,165 60
Gain over book value on sale of property belonging to the Williams Fund	46 24
Income (interest, rents, etc.)	12,435 43
	$281,362 24

Paid for expenses and the specific objects of the several funds	$20,449 06	
Shrinkage from estimated value on sale of property belonging to the Bates Fund	325 00	
		$20,774 06
Balance, June 30, 1902		$260,588 18
The foregoing sum is represented by property as follows:		
Cash in hands of University Treasurer	$103,630 29	
Investments and Securities (not including those belonging to the Williams Fund)	114,785 00	
Real Estate belonging to the Bates Fund (estimated value)	29,423 43	
		$247,838 72
Williams Fund (portion not included above):		
Cash in hands of Mr. Field	$487 36	
Investments and Securities	10,495 00	
Real Esate (book value)	1,767 10	
		12,749 46
		$260,588 18

Tabular statement of the balances in the several trust accounts on the books of the Treasurer at the beginning and at the end of the fiscal year (including the portion of the Williams Fund in charge of Mr. George S. Field, of Detroit). For the Hunt Fellowships and Scholarships and the Treadwell Fund, no accounts have yet been opened, as has been stated above.

Balance, June 30, 1901.	DESIGNATION OF FUND.	Balance, June 30, 1902.
$105 27	Philo Parsons	$108 46
602 42	Buhl Law Library	542 75
12 40	Liquid Air Plant	12 49
8 08	Early Christian Literature	8 20
31 99	Special Latin	2 32
101 00	Chemical Apparatus	107 67
1,291 58	Music Hall	1,330 76
10 00	American School at Rome	11
6 35	Class of 1899 Memorial	6 35
	Palmer Ward	17,932 30
1 02	Warner Deposit	1 05
	Walter Crane (principal, $1,165.60)	1,168 60
8 95	Elisha Jones Classical Fellowship	9 16
	Parke, Davis & Co. Fellowship	
1 56	Stearns Pharmacy Fellowship	1 56
422 14	Peter White Fellowship	437 94
	D. M. Ferry Botanical Fellowship	
342 91	James W. Scott Classical Fellowship	16 93
300 00	Pilgrim Publishing Co. Fellowship	
43 28	Gas Association Fellowship	*Overdrawn* [42 43]
	Nelson, Baker & Co. Fellowship	
	Buhl Classical Fellowship	
50 00	Biological Laboratory Scholarship	50 00
4,565 00	International Club Scholarships	3,526 25
27,874 15	Seth Harrison Scholarships (original principal, $25,000.00; accumulated principal, $26,939.96)	29,052 31
651 10	Phillips Scholarships	550 55
2,590 75	Morris Alumni Fellowship	2,718 67
1,450 67	Loan Fund of the Class of 1894	1,526 41
160 95	Class Scholarship of 1897	177 53

279	14	Class Scholarship of 1898	$286 70
31	40	Law Class of 1899 Loan Fund	32 12
155	14	Newton Van der Veer Loan Fund	210 59
966	94	Students' Lecture Association Loan Fund	1,005 33
634	71	Good Government Club Prize Fund	653 89
200	02	Gothe Library (principal, $318.00)	206 09
12,299	20	Coyl Collection (principal, $10,000.00)	12,659 38
25,424	70	Ford-Messer (principal, $20,000.00)	24.375 77
16,170	54	Williams Professorship	16,849 00
134,471	66	Bates Professorship	131,677 12
10,525	00	Woman's Professorship	11,221 95
2,100	59	Hannah Elizabeth Davis Allopathic Hospital (principal, $2,054.05)	2,164 30
$243,890	61		*$260,588 18

For the Regents,
GEORGE A. FARR,
ARTHUR HILL,
Finance Committee.

*After deducting overdraft of $42.43 in the Gas Association Fellowship Fund.

STATISTICAL TABLES.

TABLE III.

General school statistics as reported by school inspectors for the year ending September 1, 1902.

Counties.	Number of townships and cities reporting.	Whole number of school districts.	Number of districts that maintained school.	Number of graded school districts.	Number of township unit districts.	Number of children between 5 and 20 years of age.	Number of children between 5 and 20 years of age that attended school.	Whole number of days of school.	Percentage of attendance.	Number of schoolhouses.	Estimated value of school property.	Number of schoolhouses to be built during ensuing year.	Average number months of school.
Totals	1,286	7,204	7,120	552	124	738,182	513,668	1,181,916	66	8,104	$21,836,256	133	8.3
Alcona	11	31	28	1	3	2,088	1,466	4,502	65	32	25,825	2	8
Alger	7	7	7	2	7	1,640	1,271	1,143	67	25	28,650	3	8.1
Allegan	24	184	183	16	.....	11,879	8,816	20,459	64	193	260,988	3	8.3
Alpena	8	17	17	1	5	7,033	3,645	2,566	72	59	113,194	5	7.5
Antrim	15	72	70	5	.....	4,881	3,908	11,448	58	77	112,725	2	8.1
Arenac	11	40	40	5	.....	3,527	2,654	6,459	62	41	48,580	.....	8
Baraga	5	5	5	2	5	1,646	1,098	917	80	18	28,600	.....	9.1
Barry	17	144	144	5	.....	5,942	4,702	23,615	75	146	171,250	3	8.2
Bay	16	68	68	4	1	23,076	11,748	11,685	68	90	539,870	.....	8.5
Benzie	12	52	49	5	.....	3,090	2,448	7,427	66	54	77,725	1	7.5
Berrien	23	146	145	19	.....	14,232	10,667	23,371	72	158	405,148	2	8.1
Branch	17	128	128	6	.....	6,540	5,113	21,470	66	132	245,945	.....	8.3
Calhoun	23	164	164	8	.....	12,539	9,713	27,852	70	181	625,100	2	8.4
Cass	16	111	111	5	.....	5,383	4,343	18,527	72	113	139,950	.....	8.3
Charlevoix	15	68	68	4	.....	4,353	3,789	10,219	63	71	120,510	.....	7.4
Cheboygan	17	56	55	3	3	5,576	3,730	8,405	64	71	116,155	.....	7.6
Chippewa	14	50	49	4	7	6,757	5,427	7,181	71	71	242,952	2	7.3
Clare	16	57	53	3	.....	3,004	2,182	7,973	67	52	67,185	.....	7.5
Clinton	16	129	129	5	.....	7,053	4,997	21,959	61	131	168,260	1	8.5
Crawford	5	25	18	1	1	897	713	2,252	64	24	20,385	.....	6.2
Delta	14	29	27	4	6	7,898	5,588	4,358	68	61	162,500	5	8
Dickinson	8	8	8	2	6	6,329	4,657	1,515	75	26	203,695	3	9.4
Eaton	18	146	146	10	.....	7,582	6,130	24,396	73	155	199,300	2	8.6
Emmet	16	72	70	3	.....	4,777	3,318	10,122	62	72	102,160	5	7.2
Genesee	20	160	160	11	.....	10,994	8,318	27,385	67	171	429,165	2	8.5
Gladwin	13	36	36	3	2	2,640	1,666	6,059	65	40	28,600	2	8.4
Gogebic	7	7	7	2	5	5,256	3,809	1,315	77	28	229,200	2	9.3
Grand Traverse	14	66	66	5	1	6,346	4,528	9,958	65	73	196,350	2	7.5
Gratiot	18	133	133	10	.....	8,941	7,188	22,124	66	135	168,165	1	8.3
Hillsdale	20	163	162	12	.....	7,528	5,722	27,261	73	162	236,040	1	8.4

Houghton	14	33	30	7	3	22,080	15,281	5,783	70	77	406,153	6	9.6
Huron	26	114	114	17	.....	13,014	8,327	20,825	58	116	160,576	4	9.1
Ingham	17	137	137	10	.....	10,569	7,712	23,719	67	152	327,762	1	8.5
Ionia	18	143	142	12	.....	9,115	6,833	24,207	68	152	233,435	.....	8.5
Iosco	13	27	27	5	1	3,567	2,534	4,337	66	34	32,500	1	8
Iron	8	8	8	3	8	2,639	2,126	1,438	82	34	47,175	5	8.9
Isabella	17	103	101	3	.....	7,517	5,418	16,631	61	107	104,573	3	8.2
Jackson	20	156	154	9	.....	11,656	9,041	26,603	65	171	406,530	.....	8.6
Kalamazoo	17	137	136	9	.....	11,283	8,648	22,875	73	145	207,200	1	8.4
Kalkaska	11	49	49	2	.....	2,024	1,645	7,253	62	49	42,370	1	7.4
Kent	25	207	205	15	.....	39,677	24,646	35,289	63	247	1,579,225	2	8.6
Keweenaw	5	5	5	.....	3	818	670	940	74	8	14,439	5	9.4
Lake	11	42	39	3	.....	1,550	1,213	5,610	65	43	27,570	.....	7.2
Lapeer	19	135	135	10	.....	8,084	6,161	23,601	65	137	198,375	1	8.7
Leelanau	11	58	58	3	.....	3,670	2,515	7,991	65	56	52,005	.....	6.8
Lenawee	24	196	196	16	.....	12,582	9,607	34,136	69	209	411,020	1	8.7
Livingston	16	135	134	4	.....	5,107	3,957	22,489	67	137	147,905	.....	8.3
Luce	4	4	4	1	4	701	697	782	65	14	7,500	1	9.1
Mackinac	13	16	16	2	10	2,613	1,844	2,348	66	49	35,600	.....	7.3
Macomb	15	115	115	14	.....	10,737	6,198	20,019	71	121	261,606	1	8.7
Manistee	13	61	60	7	.....	9,535	5,653	9,334	60	66	191,840	.....	7.7
Marquette	19	19	19	6	15	13,460	9,032	3,330	72	66	592,250	1	8.7
Mason	14	62	62	3	.....	6,580	4,963	9,778	63	73	156,890	1	7.8
Mecosta	17	105	104	5	.....	7,015	5,175	16,249	64	107	118,175	.....	7.9
Menominee	10	39	34	2	5	9,886	6,704	5,547	68	80	233,110	4	8.1
Midland	17	75	71	3	.....	5,161	3,750	11,152	61	76	95,380	3	7.8
Missaukee	13	56	52	3	.....	3,187	2,496	8,064	63	54	52,535	1	7.7
Monroe	16	138	138	4	.....	10,354	6,880	23,136	60	142	178,500	.....	8.3
Montcalm	22	141	140	10	.....	10,213	7,444	23,744	65	147	171,525	1	8.4
Montmorency	6	7	7	1	5	1,009	755	1,173	63	24	16,300	2	8.3
Muskegon	19	92	88	9	.....	13,228	9,883	13,808	69	110	696,992	2	7.8
Newaygo	22	119	116	5	.....	5,939	4,594	17,572	62	115	96,535	2	7.5
Oakland	26	206	204	15	.....	11,133	8,242	34,238	65	214	392,590	3	8.3
Oceana	16	89	87	3	.....	5,343	4,191	13,806	66	89	101,190	1	7.9
Ogemaw	12	41	39	3	1	2,805	1,988	6,410	55	44	36,431	1	8.2
Ontonagon	9	9	9	4	8	1,907	1,494	1,558	83	34	55,950	5	8.6
Osceola	16	93	92	6	.....	6,128	4,578	14,598	58	95	112,725	1	7.9
Oscoda	3	14	14	.....	1	442	325	1,620	70	24	6,435	1	5.7
Otsego	9	41	41	3	.....	1,925	1,449	5,970	54	42	35,767	1	7.2
Ottawa	17	123	122	25	.....	13,669	9,860	21,319	66	133	280,550	2	8.7
Presque Isle	12	35	34	3	2	3,133	1,715	4,217	57	39	35,610	3	6.2
Roscommon	7	17	13	1	.....	531	288	1,250	66	14	6,265	3	4.8
Saginaw	30	160	160	10	.....	26,623	16,817	27,303	67	183	806,667	.....	8.5
St. Clair	26	154	154	8	.....	17,622	11,692	26,526	69	175	881,375	1	8.6
St. Joseph	18	123	123	8	.....	5,995	4,736	20,499	69	130	225,990	.....	7.5

STATISTICAL TABLES.

TABLE I.

Comparative summary of statistics for the years 1901 and 1902.

Items.	1901.	1902.	Increase.	Decrease.
Districts and schools.				
Number of township and independent districts reporting	1,282	1,286	4	
*Number of graded school districts	633	552		81
Number of ungraded school districts	6,538	6,652	114	
Total	7,171	7,204	33	
Number of township unit districts	123	124	1	
School census of graded school districts	421,459	417,131		4,328
School census of ungraded school districts	308,642	321,051	12,409	
Total	730,101	738,182	8,081	
Enrollment in graded school districts	296,052	291,019		5,033
Enrollment in ungraded school districts	213,979	222,649	8,670	
Total	510,031	513,668	3,637	
Enrollment in graded school districts:				
Resident pupils	296,052	291,019		5,033
Non-resident pupils	9,096	9,356	260	
Total	305,148	300,375		4,773
Enrollment in ungraded school districts:				
Resident pupils	213,979	222,649	8,670	
Non-resident pupils	8,192	8,810	618	
Total	222,171	231,459	9,288	

* The decrease in number of graded schools reported is due to the fact that a number of schools not legally graded *according to Sec. 4746 of the Compiled Laws*, have reported as "graded schools" in preceding years.

TABLE I.—CONTINUED.

Items.	1901.	1902.	Increase.	Decrease.
Enrollment in all school districts:				
Resident pupils	510,031	513,668	3,637	.....
Non-resident pupils	17,288	18,166	878	.....
Total	527,319	531,834	4,515	.....
Enrollment in city school districts	.....	218,676	.....	.....
Percentage of attendance for the State	65	66	1	.....
Percentage of attendance in graded school districts	.....	79	.....	.....
Number of districts reporting having maintained school	7,118	7,120	2	.....
Average duration in months in graded schools	9.3	9.81	.51	.....
Average duration in months in ungraded schools	8.11	8.17	.06	.....
Average for the State	8.21	8.3	.09	.....
Number of districts furnishing free text books	778	745	.....	33
Number of private and parochial schools reported	411	424	13	.....
Number of men teachers in such schools	436	388	.....	48
Number of women teachers in such schools	900	840	.....	60
Estimated number of pupils attending such schools	53,046	51,931	.....	1,115
Number of day schools for the deaf in the State	4	6	2	.....
Number of teachers employed in same	9	13	4	.....
Number of pupils attending same	68	94	26	.....
Teachers and their employments.				
Number of teachers necessary to supply graded schools	6,712	6,821	109	.....
Number of teachers necessary to supply ungraded schools	6,528	6,981	453	.....
Total	13,240	13,802	562	.....
Number of men teachers employed in graded schools	1,001	942	.....	59
Number of men teachers employed in ungraded schools	2,039	1,923	.....	116
Total	3,040	2,865	.....	175
Number of women teachers employed in graded schools	5,857	6,046	189	.....
Number of women teachers employed in ungraded schools	7,157	7,341	184	.....
Total	13,014	13,387	373	.....

TABLE I.—CONTINUED.

Items.	1901.	1902.	Increase.	Decrease.
Whole number of teachers employed in graded schools	6,858	6,988	130	.....
Whole number of teachers employed in ungraded schools	9,196	9,264	68	.....
Total	16,054	16,252	198	.....
Average number of months taught by men in graded schools	9.23	9.23	.....	.....
Average number of months taught by men in ungraded schools	6.51	6.66	.15	.....
General average	7.41	7.51	.10	.....
Average number of months taught by women in graded schools	9.56	9.54	.....	.02
Average number of months taught by women in ungraded schools	6.04	6.21	.17	.....
General average	7.62	7.72	.10	....
Total wages of men teachers in graded schools.	$683,781 62	$737,646 10	$53,914 48	.....
Total wages of men teachers in ungraded schools	413,613 55	377,186 13	.....	$36,427 42
Total	$1,097,345 17	$1,114,832 23	$17,487 06	.....
Total wages of women teachers in graded schools	$2,513,542 64	$2,651,394 12	$137,851 48	.....
Total wages of women teachers in ungraded schools	1,125,891 33	1,231,532 84	105,641 51	.....
Total	$3,639,433.97	$3,882,926 96	$243,492 99	.....
Aggregate wages of all teachers in graded schools	$3,197,274 26	$3,389,040 22	$191,765 96	.....
Aggregate wages of all teachers in ungraded schools	1,539,504 88	1,608,718 97	69,214 09	.....
Total	$4,736,779 14	$4,997,759 19	$260,980 05	.....
Aggregate wages of teachers in city school districts	.....	$2,306,452 06	.....	.....
Average monthly wages of men teachers in graded schools	$73 94	$84 76	$10 82	.....
Average monthly wages of men teachers in ungraded schools	31 12	29 45	.....	$1 67
Average monthly wages of men teachers in all schools	$48 68	$51 83	$3 15	.....
Average monthly wages of women teachers in graded schools	$44 91	$45 94	$1 03	.....
Average monthly wages of women teachers in ungraded schools	26 04	26 99	95	.....
Average monthly wages of women teachers in all schools	$36 68	$37 58	$0 90	.....

TABLE I.—CONTINUED.

Items.	1901.	1902.	Increase.	Decrease.
Examination and certification of teachers.				
Number of public examinations held	313	321	8	
Number of applicants for regular certificates	13,032	11,533		1,499
Number of county first grade certificates granted	61	65	4	
Number of indorsed first grade certificates granted	76	67		9
Number of second grade certificates granted	2,312	2,003		309
Number of third grade certificates granted	4,489	4,257		232
Whole number regular certificates granted	6,938	6,392		546
Number of applicants for special certificates	1,007	1,094	87	
Number of special certificates granted	739	905	166	
Number holding certificates issued or indorsed by State board of education	390	527	137	
Number holding normal school certificates	1,096	1,190	94	
Number holding certificates issued by city boards of education	3,327	2,930		397
Whole number of legally qualified teachers	15,183	15,409	226	
Number licensed without previous experience in teaching	2,048	1,942		106
Number of applicants who had attended State normal school	648	607		41
Number of applicants who had attended institutes during the year	3,608	3,687	79	
School property.				
Number of school houses	8,066	8,104	38	
Number of school houses to be built during year	186	133		53
Cost of same		$544,064 00		
Estimated value of property in graded school districts	$15,805,263 00	$17,437,251 00	$1,631,988 00	
Estimated value of property in ungraded school districts	4,599,125 00	4,399,005 00		$200,120 00
Total	$20,404,388 00	$21,836,256 00	$1,431,868 00	
Number of districts reporting dictionaries in schools	6,654	6,600		54
Number of districts reporting globes in schools	5,609	5,821	212	
Number of districts reporting maps in schools	6,436	6,385		51
Total number of U. S. flags in school districts	6,496	6,554	58	
Financial.				
Amount of one-mill tax received	$879,568 36	$928,541 43	$48,973 07	
Amount of primary school interest fund received	1,436,421 84	1,792,243 92	355,822 08	
Amount received from non-resident tuition	88,418 59	92,792 11	4,373 52	
Amount received from district taxes	5,053,225 86	5,060,058 18	6,832 32	
Amount received from all other sources	790,999 84	592,831 59		$198,165 25
Total net receipts	$8,248,634 49	$8,466,470 23	$217,835 74	
Amount received from loans	642,426 99	1,061,316 61	418,889 62	
Balance on hand from preceding year	1,340,971 76	1,844,362 34	503,390 58	
Total resources, including amount on hand from preceding year	$10,232,033 24	$11,372,149 18	$1,140,115 94	

TABLE I.—CONTINUED.

Items.	1901.	1902.	Increase.	Decrease.
Amount paid men teachers	$1,097,158 28	$1,114,931 66	$17,773 38	.....
Amount paid women teachers	3,638,034 01	3,887,674 30	249,640 29	.....
Amount paid for building and repairs	1,407,796 92	1,434,474 14	26,675 22	.....
Amount paid for interest on loans	125,767 78	139,691 57	13,923 79	.....
Amount paid for all other purposes	1,696,941 22	2,210,524 89	513,583 67	.....
Total net expenditures	$7,965,700 21	$8,787,296 56	$821,596 35	.....
Amount paid on bonded indebtedness	429,318 84	419,706 02	.....	$9,612 82
Balance carried to next year	1,837,014 19	2,165,146 60	328,132 41	.....
Total expenditures, including balance on hand	$10,232,033 24	$11,372,149 18	$1,140,115 94	.....
Total expenditures in graded school districts	$5,801,514 38	$6,407,205 54	$605,691 16	.....
Total expenditures in ungraded school districts	2,164,185 83	2,380,091 02	215,905 19	.....
Total net expenditures	$7,965,700 21	$8,787,296 56	$821,596 35	.....
Total bonded indebtedness of districts	$2,239,441 78	$2,818,628 19	$579,186 46	.....
Total floating indebtedness of districts	216,379 30	176,741 27	.....	$39,638 03
Total indebtedness	$2,455,821 08	$2,995,369 46	$539,548 43	.....
Total indebtedness in graded school districts	$2,168,941 65	$2,674,948 01	$506,006 36	.....
Total indebtedness in ungraded school districts	286,879 38	320,421 45	33,542 07	.....
Total indebtedness	$2,455,821 03	$2,995,369 46	$539,548 43	.....
Total amount due the districts	$372,874 15	$372,683 89	.....	$190 26
Amount received from non-resident tuition in graded school districts	$85,216 29	$88,494 74	$3,278 45	.....
Amount received from non-resident tuition in ungraded school districts	3,202 30	4,297 37	1,095 07	.....
Total	$88,418 59	$92,792 11	$4,373 52	.....
School libraries.				
Number of townships reporting libraries	411	392	.....	19
Number of districts reporting libraries	3,846	4,130	284	.....
Total number of libraries	4,257	4,522	265	.....
Number of volumes in township libraries	169,110	156,046	.....	13,064
Number of volumes in district libraries	850,448	859,513	9,065	.....
Total number of volumes in all libraries	1,019,558	1,015,559	.....	3,999
Amount of taxes voted for township libraries	$2,600 28	$2,435 41	.....	$164 87
Amount received from county treasurers for township libraries	8,016 76	8,650 46	$633 70	.....

TABLE I.—CONCLUDED.

Items.	1901.	1902.	Increase.	Decrease.
Number of townships diverting money to general school purposes	297	168	.....	129
Number of townships forfeiting library moneys.	517	647	130	.....
Amount paid for support of township libraries	$11,261 46	$11,893 02	$631 56	.....
Amount paid for support of district libraries	107,504 23	123,902 00	16,397 77	.....
Teachers' institutes.				
Number of State institutes held	87	108	21	.....
Number of men enrolled at such institutes	1,814	2,103	289	.....
Number of women enrolled at such institutes	7,753	8,093	340	.....
Total enrollment	9,567	10,196	629	.....
Amount received from State treasurer for such institutes	$2,114 67	$2,309 96	$195 29	.....
Amount received from county treasurers for such institutes	9,244 12	10,536 45	1,292 33	.....
Total amount expended	$11,358 79	$12,846 41	$1,487 62	.....
Miscellaneous.				
Number of counties reporting county teachers' associations	63	67	4	.....
Amount of per diem received by examiners	$18,648 45	$18,163 25	.....	$485 20
Amount paid commissioners of schools	68,600 00	70,775 00	$2,175 00	.....
Total compensation	$87,248 45	$88,938 25	$1,689 80	.....
Amount allowed by supervisors for expenses of county boards	$10,442 76	$10,911 86	$469 10	.....
Amount paid and due township inspectors for services	15,993 53	17,090 14	1,096 61	.....
Amount paid chairman of board of inspectors	34,678 72	40,106 18	5,427 46	.....
Total amount of primary school interest fund apportioned	$1,729,429 60	$1,909,495 44	$80,065 84	.....
Rate per capita, May apportionment	$0 40	$0 52	$0 12	.....
Rate per capita, November apportionment	2 00	2 10	10	.....
Rate per capita for year	$2 40	$2 62	$0 22	.....
Number of eighth grade diplomas granted during year	.....	4,513	.....	.....
Number of pupils in eighth grade exclusive of graded schools	.....	11,646	.....	.....

TABLE II.

Thirty-fourth and thirty-fifth semi-annual apportionment of the primary school interest fund.

Counties.	Apportionment made May 10, 1902, rate per capita, 52 cents.			Apportionment made Nov. 10, 1902, rate per capita, $2.10.		
	Whole number of children.	Number included in apportionment.	Amount apportioned.	Whole number of children.	Number included in apportionment.	Amount apportioned.
Totals	730,101	728,262	$378,696 24	730,101	728,952	$1,530,799 20
Alcona	1,982	1,944	$1,010 88	1,982	1,944	$4,082 40
Alger	1,480	1,472	765 44	1,480	1,472	3,091 20
Allegan	11,854	11,844	6,158 88	11,854	11,844	24,872 40
Alpena	6,949	6,914	3,595 28	6,949	6,914	14,519 40
Antrim	4,952	4,936	2,566 72	4,952	4,936	10,365 60
Arenac	3,637	3,637	1,891 24	3,637	3,637	7,637 70
Baraga	1,592	1,592	827 84	1,592	1,592	3,343 20
Barry	6,094	6,061	3,151 72	6,094	6,061	12,728 10
Bay	21,517	21,482	11,170 64	21,517	21,482	45,112 20
Benzie	3,048	3,028	1,574 56	3,048	3,028	6,358 80
Berrien	14,255	14,235	7,412 60	14,255	14,255	29,935 50
Branch	6,916	6,916	3,596 32	6,916	6,916	14,523 60
Calhoun	12,435	12,425	6,461 00	12,435	12,425	26,092 50
Cass	5,609	5,601	2,912 52	5,609	5,601	11,762 10
Charlevoix	4,712	4,623	2,403 96	4,712	4,623	9,708 30
Cheboygan	5,533	5,533	2,877 16	5,533	5,533	11,619 30
Chippewa	6,366	6,351	3,302 52	6,366	6,351	13,337 10
Clare	2,782	2,775	1,443 00	2,782	2,775	5,827 50
Clinton	7,105	7,105	3,694 60	7,105	7,105	14,920 50
Crawford	804	800	416 00	804	800	1,680 00
Delta	7,468	7,443	3,870 36	7,468	7,443	15,630 30
Dickinson	6,049	6,049	3,145 48	6,049	6,049	12,702 90
Eaton	7,821	7,803	4,057 56	7,821	7,803	16,386 30
Emmet	4,470	4,394	2,284 88	4,470	4,394	9,227 40
Genesee	11,124	11,114	5,779 28	11,124	11,114	23,339 40
Gladwin	2,486	2,408	1,252 16	2,486	2,408	5,056 80
Gogebic	4,978	4,978	2,588 56	4,978	4,978	10,453 80
Grand Traverse	6,095	6,095	3,169 40	6,095	6,095	12,799 50
Gratiot	9,069	9,069	4,715 88	9,069	9,069	19,044 90
Hillsdale	7,341	7,311	3,801 72	7,341	7,311	* 15,392 62
Houghton	21,826	21,826	11,349 52	21,826	21,826	45,834 60
Huron	12,873	12,873	6,693 96	12,873	12,873	27,033 30
Ingham	10,414	10,414	5,415 28	10,414	10,414	21,869 40
Ionia	9,160	9,113	4,738 76	9,160	9,113	19,137 30
Iosco	3,637	3,637	1,891 24	3,637	3,637	7,637 70
Iron	2,490	2,490	1,294 80	2,490	2,490	5,229 00
Isabella	7,331	7,331	3,812 12	7,331	7,331	15,395 10
Jackson	11,890	11,859	6,166 68	11,890	11,859	24,903 90
Kalamazoo	11,134	11,110	5,777 20	11,134	11,110	23,331 00
Kalkaska	1,920	1,920	998 40	1,920	1,920	4,032 00
Kent	39,291	39,222	20,395 44	39,291	39,222	82,366 20
Keweenaw	841	841	437 32	841	841	1,766 10
Lake	1,513	1,487	773 24	1,513	1,487	3,122 70
Lapeer	8,287	8,287	4,309 24	8,287	8,287	17,402 70
Leelanau	3,758	3,758	1,954 16	3,758	3,758	7,891 80

* Includes $39.52 deficiency May 10, 1902.

TABLE II.—CONCLUDED.

Counties.	Apportionment made May 10, 1902, rate per capita 52 cents.			Apportionment made Nov. 10, 1902, rate per capita, $2.10.		
	Whole number of children.	Number included in apportionment.	Amount apportioned.	Whole number of children.	Number included in apportionment.	Amount apportioned.
Lenawee	12,673	12,673	$6,589 96	12,673	12,673	$26,616 30
Livingston	5,156	5,149	2,677 48	5,156	5,149	10,812 90
Luce	724	724	376 48	724	724	1,520 40
Mackinac	2,601	2,601	1,352 52	2,601	2,601	5,462 10
Macomb	10,642	10,642	5,533 84	10,642	10,642	22,348 20
Manistee	9,538	9,524	4,952 48	9,538	9,524	20,000 40
Marquette	13,681	13,681	7,114 12	13,681	13,681	28,730 10
Mason	6,539	6,534	3,397 68	6,539	6,534	13,721 40
Mecosta	6,958	6,958	3,618 16	6,958	6,958	14,611 80
Menominee	9,380	9,380	4,877 60	9,380	9,380	19,698 00
Midland	5,075	5,010	2,605 20	5,075	5,010	10,521 00
Missaukee	3,110	3,110	1,617 20	3,110	3,110	6,531 00
Monroe	10,260	10,260	5,335 20	10,260	10,260	21,546 00
Montcalm	10,307	10,307	5,359 64	10,307	10,307	21,644 70
Montmorency	972	972	505 44	972	972	2,041 20
Muskegon	13,038	13,016	6,768 32	13,038	13,016	27,333 60
Newaygo	5,941	5,882	3,058 64	5,941	5,882	12,352 20
Oakland	11,133	11,115	5,779 80	11,133	11,115	23,341 50
Oceana	5,194	5,156	2,681 12	5,194	5,156	10,827 60
Ogemaw	2,658	2,614	1,359 28	2,658	2,614	5,489 40
Ontonagon	1,644	1,644	854 88	1,644	1,644	3,452 40
Osceola	6,086	6,086	† 3,229 52	6,086	6,086	12,780 60
Oscoda	383	367	190 84	383	367	777 70
Otsego	1,852	1,852	963 04	1,852	1,852	3,889 20
Ottawa	13,657	13,657	7,101 64	13,657	13,657	28,679 70
Presque Isle	3,078	3,078	1,600 56	3,078	3,078	6,463 80
Roscommon	498	458	238 16	498	458	961 80
Saginaw	26,997	26,290	13,670 80	26,997	26,980	§ 57,016 80
St. Clair	17,375	17,375	9,035 00	17,375	17,375	36,487 50
St. Joseph	6,120	6,120	3,182 40	6,120	6,120	12,852 00
Sanilac	12,093	12,093	6,288 36	12,093	12,093	25,395 30
Schoolcraft	2,157	2,146	1,115 92	2,157	2,146	4,506 60
Shiawassee	8,607	8,603	4,473 56	8,607	8,603	18,066 30
Tuscola	11,430	11,430	5,943 60	11,430	11,430	24,003 00
Van Buren	9,645	9,645	‡ 5,137 80	9,645	9,645	20,254 50
Washtenaw	12,259	12,238	6,363 76	12,259	12,238	25,699 80
Wayne	102,559	102,559	53,330 68	102,559	102,559	215,373 90
Wexford	5,193	5,187	2,697 24	5,193	5,187	10,892 70

† Includes $64.80 deficiency May and November, 1901.
‡ Includes $122 40 deficiency May and November, 1901.
§ Includes $358.80 deficiency May 10, 1902.

TABLE III.

General school statistics as reported by school inspectors for the year ending September 1, 1902.

Counties.	Number of townships and cities reporting.	Whole number of school districts.	Number of districts that maintained school.	Number of graded school districts.	Number of township unit districts.	Number of children between 5 and 20 years of age.	Number of children between 5 and 20 years of age that attended school.	Whole number of days of school.	Percentage of attendance.	Number of schoolhouses.	Estimated value of school property.	Number of school houses to be built during ensuing year.	Average number months of school.
Totals	1,286	7,204	7,120	552	124	738,182	513,668	1,181,916	66	8,104	$21,836,256	133	8.3
Alcona	11	31	28	1	3	2,038	1,466	4,502	65	32	25,825	3	8
Alger	7	7	7	2	7	1,640	1,271	1,143	67	25	28,650	3	8.1
Allegan	24	184	183	16	.....	11,879	8,816	20,459	64	193	260,988	3	8.3
Alpena	8	17	17	1	5	7,033	3,645	2,566	72	59	113,194	5	7.5
Antrim	15	72	70	5	.....	4,881	3,908	11,448	58	77	112,725	2	8.1
Arenac	11	40	40	5	.....	3,527	2,654	6,459	62	41	48,580	.....	8
Baraga	5	5	5	2	5	1,646	1,098	917	80	18	28,600	.....	9.1
Barry	17	144	144	5	.....	5,942	4,702	23,615	75	146	171,250	3	8.2
Bay	16	68	68	4	1	22,076	11,748	11,685	63	90	539,870	.....	8.5
Benzie	12	52	49	5	.....	3,090	2,448	7,427	66	54	77,725	1	7.5
Berrien	23	146	145	19	.....	14,222	10,667	23,371	72	158	405,148	2	8.1
Branch	17	128	128	6	.....	6,540	5,113	21,470	66	132	245,945	.....	8.3
Calhoun	23	164	164	8	.....	12,539	9,713	27,852	70	181	625,100	2	8.4
Cass	16	111	111	5	.....	5,383	4,343	18,527	72	118	139,850	.....	8.3
Charlevoix	15	68	68	4	.....	4,853	3,789	10,219	63	71	120,510	.....	7.4
Cheboygan	17	56	55	3	3	5,576	3,730	8,405	64	71	116,155	.....	7.6
Chippewa	14	50	49	4	7	6,757	5,427	7,181	71	71	242,952	2	7.3
Clare	16	57	53	3	.....	3,004	2,183	7,973	67	52	67,185	.....	7.5
Clinton	16	129	129	5	.....	7,053	4,997	21,959	61	131	168,260	1	8.5
Crawford	5	25	18	1	1	897	713	2,252	64	24	20,385	.....	6.2
Delta	14	29	27	4	6	7,898	5,588	4,358	68	61	182,500	5	8
Dickinson	8	8	8	2	6	6,329	4,657	1,515	75	26	203,695	3	9.4
Eaton	18	146	146	10	.....	7,582	6,130	24,396	73	155	199,300	2	8.6
Emmet	16	72	70	3	.....	4,777	3,318	10,182	62	72	102,160	5	7.2
Genesee	20	160	160	11	.....	10,994	8,318	27,385	67	171	429,165	2	8.5
Gladwin	13	38	36	3	2	2,640	1,666	6,059	65	40	28,600	2	8.4
Gogebic	7	7	7	2	5	5,356	3,809	1,315	77	28	229,200	2	9.3
Grand Traverse	14	66	66	5	1	6,346	4,528	9,958	65	78	196,260	2	7.5
Gratiot	18	133	133	10	.....	8,941	7,188	22,124	66	135	168,165	1	8.3
Hillsdale	20	163	162	12	.....	7,528	5,722	27,261	73	162	236,040	1	8.4

Houghton	14	33	30	7	3	22,080	15,281	5,783	70	77	406,153	6	9.6
Huron	26	114	114	17	.....	13,014	8,327	20,825	58	116	160,576	4	9.1
Ingham	17	137	137	10	.....	10,560	7,712	23,719	67	152	327,762	1	8.5
Ionia	18	143	142	12	.....	9,115	6,833	24,207	68	152	233,435	.....	8.5
Iosco	13	27	27	5	1	3,567	2,524	4,337	66	34	33,500	1	8
Iron	8	8	8	3	8	2,639	2,126	1,438	82	34	47,175	5	8.9
Isabella	17	103	101	3	.....	7,517	5,418	16,631	61	107	104,573	3	8.2
Jackson	20	156	154	9	.....	11,656	9,041	26,603	65	171	406,530	.....	8.6
Kalamazoo	17	137	136	9	.....	11,283	8,648	22,875	73	145	207,200	1	8.4
Kalkaska	11	49	49	2	.....	2,024	1,645	7,253	62	49	43,370	1	7.4
Kent	25	207	205	15	.....	39,677	24,646	35,289	63	247	1,579,225	2	8.6
Keweenaw	5	5	5	.....	3	818	670	940	74	8	14,439	5	9.4
Lake	11	42	39	3	.....	1,550	1,213	5,610	65	43	27,570	.....	7.2
Lapeer	19	135	135	10	.... .	8,084	6,161	23,501	65	137	198,375	1	8.7
Leelanau	11	58	58	3	.....	3,670	2,515	7,991	65	56	52,005	.....	6.8
Lenawee	24	196	196	16	.....	12,582	9,607	34,136	69	209	411,020	1	8.7
Livingston	16	135	134	4	.....	5,107	3,957	22,489	67	137	147,905	.....	8.3
Luce	4	4	4	1	4	701	607	782	65	14	7,500	1	9.1
Mackinac	13	16	16	2	10	2,613	1,844	2,348	66	49	35,600	.....	7.3
Macomb	15	115	115	14	.....	10,737	6,196	20,019	71	121	261,606	1	8.7
Manistee	13	61	60	7	.....	9,535	5,653	9,334	60	66	191,840	.....	7.7
Marquette	19	19	19	6	15	13,460	9,032	3,330	72	66	592,250	1	8.7
Mason	14	62	62	3	.....	6,580	4,963	9,778	63	73	156,890	1	7.8
Mecosta	17	105	104	5	.....	7,015	5,175	16,249	64	107	118,175	.....	7.9
Menominee	10	39	34	2	5	9,886	6,704	5,547	68	80	233,110	4	8.1
Midland	17	75	71	3	.....	5,161	3,750	11,152	61	76	95,380	3	7.8
Missaukee	13	56	53	3	.....	3,187	2,496	8,084	63	54	52,535	1	7.7
Monroe	16	138	138	4	.....	10,354	6,880	23,136	60	142	178,500	.....	8.3
Montcalm	22	141	140	10	.....	10,213	7,444	23,744	65	147	171,525	1	8.4
Montmorency	6	7	7	1	5	1,009	755	1,173	63	24	16,300	2	8.3
Muskegon	19	92	88	9	.....	13,228	9,883	13,806	69	110	696,992	2	7.8
Newaygo	22	119	116	5	.....	5,939	4,594	17,572	62	115	96,535	2	7.5
Oakland	26	206	204	15	.....	11,133	8,242	34,238	65	214	392,590	3	8.3
Oceana	16	89	87	3	.....	5,343	4,191	13,806	66	89	101,190	1	7.9
Ogemaw	12	41	39	3	1	2,805	1,988	6,410	55	44	36,431	1	8.2
Ontonagon	9	9	9	4	8	1,907	1,494	1,558	83	34	55,950	5	8.6
Osceola	16	93	92	6	.....	6,128	4,578	14,598	58	96	112,725	1	7.9
Oscoda	3	14	14	.....	1	442	325	1,620	70	24	6,435	1	5.7
Otsego	9	41	41	3	.....	1,925	1,449	5,970	54	42	35,767	1	7.2
Ottawa	17	123	122	25	.....	13,669	9,860	21,319	66	133	280,550	2	8.7
Presque Isle	12	35	34	3	2	3,133	1,715	4,217	57	39	35,610	3	6.2
Roscommon	7	17	13	1	.....	531	288	1,250	66	14	6,265	3	4.8
Saginaw	30	160	160	10	.....	26,623	16,817	27,303	67	183	806,667	.....	8.5
St. Clair	26	154	154	8	.....	17,622	11,692	26,526	69	175	881,375	1	8.6
St. Joseph	18	123	123	8	.....	5,995	4,736	20,499	69	130	225,990	.....	7.5

TABLE III.—CONCLUDED.

Counties.	Number of township and cities reporting.	Whole number of school districts.	Number of districts that maintained school.	Number of graded school districts.	Number of township unit districts.	Number of children between 5 and 20 years of age.	Number of children between 5 and 20 years of age that attended school.	Whole number of days of school.	Percentage of attendance.	Number of school houses.	Estimated value of school property.	Number of school houses to be built during ensuing year.	Average number months of school.
Sanilac	27	152	151	21	....	12,039	9,182	27,014	57	151	$165,705	....	8.9
Schoolcraft	9	9	9	1	6	2,215	1,908	1,613	69	27	73,000	3	8.9
Shiawassee	18	124	123	9	....	8,876	6,657	21,206	67	125	327,196	2	8.6
Tuscola	23	149	149	11	....	11,523	8,218	26,062	58	153	189,940	1	8.7
Van Buren	18	153	152	16	....	9,485	7,438	25,166	65	155	277,540	2	8.2
Washtenaw	22	167	167	7	....	12,028	8,188	28,549	70	177	553,426	1	8.5
Wayne	23	156	156	23	....	105,994	64,524	27,543	65	286	4,318,964	....	8.8
Wexford	17	81	80	6	....	5,229	4,872	11,738	67	84	136,488	....	7.3

TABLE IV.

Employment of teachers as reported by school inspectors for the year ending September, 1, 1902.

Counties.	Number of teachers required.		Number of different teachers employed.		Aggregate number of months taught.		Total wages of teachers.			Average monthly wages.	
	Graded schools.	Ungraded schools.	Men.	Women.	Men.	Women.	Men.	Women.	Total.	Men.	Women.
Totals	6,821	6,981	2,865	13,387	21,509	103,336	$1,114,832 23	$3,882,926 96	$4,997,759 19	$51 83	$37 57
Alcona	4	30	10	26	87	188	$3,659 00	$5,839 50	$9,498 50	$42 05	$31 06
Alger	22	19	7	38	54	296	3,877 50	13,336 35	17,213 85	71 80	45 05
Allegan	86	168	70	260	499	1,711	21,111 67	47,815 14	68,926 81	42 30	27 94
Alpena	44	51	5	99	46	783	2,892 00	27,154 25	30,046 25	62 86	34 67
Antrim	44	67	34	108	243	720	10,979 25	24,227 85	35,207 10	45 18	33 64
Arenac	21	35	17	44	141	344	5,015 50	10,356 50	15,372 00	35 57	30 10
Baraga	20	7	8	20	78	184	5,490 00	8,330 00	13,820 00	70 38	45 27
Barry	43	139	62	190	409	1,168	14,639 55	31,674 93	46,314 48	35 79	27 11
Bay	194	64	36	236	323	2,244	21,015 16	86,730 24	107,745 40	66 06	38 64
Benzie	29	47	8	90	72	552	3,982 50	17,618 55	21,601 05	55 31	31 91
Berrien	160	127	78	228	617	1,856	30,822 35	63,723 83	94,546 18	49 95	34 33
Branch	61	122	62	182	283	1,135	15,550 54	35,147 65	50,698 19	42 69	30 96
Calhoun	162	156	50	322	378	2,553	22,214 70	83,603 44	105,818 14	58 76	32 74
Cass	49	106	50	151	364	996	15,043 50	30,705 21	45,748 71	41 32	30 82
Charlevoix	38	64	22	116	156	705	7,202 37	22,784 43	29,986 80	46 16	32 31
Cheboygan	34	62	24	93	158	667	7,969 90	23,063 19	31,033 09	50 44	34 57
Chippewa	65	55	28	99	231	785	12,645 25	33,108 79	45,754 04	54 74	42 17
Clare	19	54	19	80	105	452	4,141 00	12,327 25	16,468 25	39 43	27 27
Clinton	41	124	47	179	327	1,165	13,504 38	32,607 72	46,112 10	41 29	27 98
Crawford	9	24	4	33	21	172	1,111 00	5,456 47	6,567 47	52 90	31 72
Delta	64	57	13	114	113	999	8,592 75	40,527 63	49,120 38	76 04	40 56
Dickinson	68	25	9	86	85	803	9,035 84	40,206 59	49,242 43	106 30	50 07
Eaton	81	136	53	242	341	1,581	16,234 10	48,925 48	65,159 58	47 60	30 94
Emmet	41	69	25	121	138	716	6,686 86	24,283 56	30,970 42	48 45	33 91
Genesee	118	149	64	248	520	1,951	22,959 28	62,527 85	85,487 13	44 15	32 04
Gladwin	12	35	8	47	60	329	2,531 25	10,052 30	12,583 55	42 18	30 55
Gogebic	83	23	10	96	93	943	8,950 00	42,357 50	51,307 50	96 23	44 91
Grand Traverse	60	61	13	127	101	913	5,396 00	34,028 73	39,424 73	53 42	37 27
Gratiot	57	123	71	193	416	1,164	16,411 09	32,660 88	49,071 97	39 44	28 05
Hillsdale	65	151	62	232	407	1,545	15,955 50	40,153 82	56,109 32	39 20	25 98
Houghton	278	53	37	321	344	3,043	32,912 50	156,076 43	188,988 93	95 67	51 29

TABLE IV.—CONCLUDED.

Counties.	Number of teachers required.		Number of different teachers employed.		Aggregate number of months taught.		Total wages of teachers.			Average monthly wages.	
	Graded schools.	Ungraded schools.	Men.	Women.	Men.	Women.	Men.	Women.	Total.	Men.	Women.
Huron	56	97	60	106	518	945	$20,849 82	$28,272 35	$49,122 17	$40 25	$29 91
Ingham	128	127	52	280	269	2,030	15,242 00	67,980 37	83,222 37	56 66	33 48
Ionia	96	131	47	227	370	1,676	14,673 10	50,436 26	65,109 36	39 65	30 09
Iosco	35	22	9	53	78	419	4,123 00	13,200 50	17,323 50	52 85	31 50
Iron	39	13	6	54	53	423	3,950 00	19,803 87	23,753 87	74 52	46 81
Isabella	32	100	30	143	218	916	8,399 75	26,821 57	35,221 32	38 53	29 28
Jackson	123	147	60	284	417	2,060	21,499 32	72,017 52	93,516 84	51 55	34 95
Kalamazoo	147	128	58	253	410	2,132	19,593 50	74,179 05	93,772 55	47 78	34 79
Kalkaska	9	47	18	62	109	325	4,337 75	10,367 25	14,705 00	39 79	31 89
Kent	461	192	86	635	677	5,594	44,296 30	273,666 38	317,962 68	65 43	48 92
Keweenaw		13	6	9	38	82	2,448 75	3,940 00	6,388 75	64 17	48 04
Lake	11	39	12	51	65	283	2,465 00	7,767 00	10,232 00	37 90	27 44
Lapeer	57	125	45	164	360	1,331	14,718 60	33,885 48	48,604 08	40 88	25 45
Leelanau	11	55	16	65	112	379	4,730 00	11,955 50	16,685 50	42 23	31 54
Lenawee	121	180	82	292	546	2,192	24,538 27	66,336 49	90,874 76	44 94	30 26
Livingston	35	131	51	205	319	1,138	11,668 80	27,273 82	38,942 62	36 57	23 96
Luce	12	40	6	24	41	160	2,915 00	5,975 00	8,890 00	71 09	37 34
Mackinac	14	41	13	54	75	351	3,410 50	12,860 50	16,271 00	45 47	36 63
Macomb	78	101	52	140	443	1,182	20,041 27	35,638 35	55,679 62	45 23	30 15
Manistee	97	54	18	148	171	1,237	11,053 37	46,382 84	57,436 21	64 63	37 49
Marquette	177	41	30	194	252	1,842	24,295 50	89,825 99	114,121 49	96 41	48 76
Mason	51	59	29	109	191	817	8,585 75	29,548 05	38,133 80	44 95	36 16
Mecosta	36	100	25	146	185	967	7,662 20	29,035 60	36,697 80	41 41	30 02
Menominee	80	75	19	135	172	1,196	11,534 83	48,802 65	60,337 48	67 06	40 80
Midland	25	72	16	100	125	674	4,930 00	20,974 35	25,904 35	39 44	31 11
Missaukee	13	53	17	68	122	421	5,019 25	11,505 75	16,525 00	41 14	27 32
Monroe	36	134	51	161	367	1,170	15,352 60	31,771 15	47,123 75	41 83	27 15
Montcalm	70	131	39	226	311	1,506	13,848 45	42,638 93	56,487 38	44 52	28 31
Montmorency	7	24	8	27	55	199	2,180 00	6,170 00	8,350 00	39 63	31 00
Muskegon	144	83	29	220	224	1,787	13,782 50	65,185 51	78,968 01	61 52	36 47
Newaygo	28	114	37	162	235	777	8,500 75	24,755 50	33,256 25	36 20	31 86
Oakland	106	191	45	288	381	2,281	19,728 02	63,969 04	83,597 06	51 77	28 00
Oceana	26	86	31	104	222	696	9,250 40	20,964 10	30,214 50	41 66	30 12
Ogemaw	12	38	9	49	67	341	2,927 50	10,456 25	13,383 75	43 69	30 66
Ontonagon	40	14	6	50	53	427	3,610 00	20,333 00	23,943 00	68 11	47 61
Osceola	41	87	32	146	188	871	8,212 45	27,068 10	35,280 55	43 68	31 07
Oscoda		14	9	15	48	68	1,533 50	1,879 50	3,413 00	31 94	27 63

Otsego	16	38	11	67	71	347	2,977 00	10,921 12	13,898 12	41 92	31 47
Ottawa	129	98	52	188	463	1,642	21,068 88	50,470 25	71,539 13	45 50	30 73
Presque Isle	15	32	17	34	110	217	4,727 00	6,719 00	11,446 00	42 97	30 96
Roscommon	3	16	1	20	9	72	500 00	1,947 50	2,447 50	55 55	27 04
Saginaw	258	150	76	383	603	3,356	37,024 27	128,163 64	165,187 91	61 40	38 18
St. Clair	131	146	41	256	349	2,217	17,014 00	73,583 40	90,597 40	48 75	33 19
St. Joseph	79	115	49	182	360	1,344	15,041 21	38,728 20	53,769 41	41 78	21 37
Sanilac	52	121	76	121	659	1,006	23,959 50	26,930 96	50,890 46	36 35	26 77
Schoolcraft	26	27	9	49	81	391	4,678 00	16,282 87	20,960 87	57 75	41 64
Shiawassee	93	115	60	219	385	1,517	17,967 93	46,423 55	64,391 48	46 66	30 60
Tuscola	55	138	40	183	342	1,444	14,184 50	38,528 13	52,712 63	41 47	26 68
Van Buren	87	136	64	190	495	1,430	20,067 16	41,614 72	61,681 88	40 53	29 10
Washtenaw	147	160	42	291	364	2,471	26,249 40	80,817 99	107,067 39	72 11	32 70
Wayne	1,150	132	135	1,172	1,208	11,442	117,455 67	708,882 65	826,338 32	92 63	61 95
Wexford	54	75	27	160	153	882	7,477 62	31,957 35	39,434 97	48 87	36 23

TABLE V.

Resources of school districts as reported by school inspectors for year ending September 1, 1902.

Counties.	Ordinary receipts.							Received from loans.	Money on hand Sept. 2, 1901.	Total resources including amount on hand and loans.
	One-mill tax.	Primary school interest fund.	Library moneys.	Tuition of non-resident pupils.	District taxes for all purposes.	Raised from all other sources.	Total net receipts.			
Totals	$928,541 43	$1,792,243 92	$135,992 22	$92,792 11	$5,060,058 18	$456,842 37	$8,466,470 23	$1,061,316 61	$1,844,362 34	$11,372,149 18
Alcona	$341 64	$4,903 23	$57 77	$8 50	$9,024 35	$810 23	$15,145 72	$2,200 06	$5,889 30	$23,235 08
Alger	1,738 39	3,662 52	258 63	.....	23,560 17	460 76	29,680 47	2,000 00	12,465 64	44,146 11
Allegan	17,843 33	29,045 18	2,273 70	2,414 81	54,225 36	2,218 39	108,020 77	3,186 98	30,866 87	142,074 62
Alpena	360 37	17,050 65	369 24	4 50	23,941 84	2,969 81	44,696 41	2,075 00	10,473 90	57,245 31
Antrim	5,455 11	11,742 08	428 26	254 89	36,364 99	3,315 25	57,560 58	5,973 17	16,141 38	79,675 13
Arenac	825 33	8,089 75	131 01	6 80	16,553 61	983 93	26,540 43	1,853 80	8,723 10	37,117 33
Baraga	957 16	3,958 77	102 87	.....	18,200 05	686 92	23,905 77	.....	8,444 07	32,349 84
Barry	10,756 08	15,457 08	915 06	1,298 28	36,028 13	433 68	64,888 31	1,736 41	15,156 00	81,780 72
Bay	6,310 59	54,623 79	423 21	1,118 29	107,491 07	3,248 94	173,215 89	13,620 00	45,437 35	232,273 24
Benzie	2,695 82	6,713 37	289 11	129 05	25,505 43	329 19	35,661 97	467 96	6,811 64	42,941 57
Berrien	16,498 20	34,464 92	1,552 30	2,990 64	90,713 33	3,731 00	149,950 39	17,455 40	46,007 90	213,413 69
Branch	16,616 88	16,806 69	1,503 71	1,936 56	37,731 77	489 99	75,085 60	1,144 06	30,779 71	107,009 37
Calhoun	29,714 79	30,544 40	2,009 56	2,798 17	119,195 83	1,050 29	185,313 04	2,787 71	28,678 27	216,779 02
Cass	11,656 92	13,613 10	492 50	1,487 94	36,577 52	1,241 20	65,069 18	8,119 60	12,200 57	85,389 35
Charlevoix	2,956 46	10,959 62	223 24	331 78	32,491 49	3,569 57	50,532 16	3,251 95	10,863 57	64,647 68
Cheboygan	3,030 50	13,126 84	861 63	164 15	42,897 58	2,671 09	62,751 79	10,700 00	15,446 40	88,898 19
Chippewa	7,673 48	15,072 04	108 33	19 30	56,253 01	3,368 25	82,494 41	27,258 10	30,492 29	140,244 80
Clare	645 44	6,738 22	12 72	172 46	17,330 19	1,455 78	26,354 81	215 86	11,891 43	38,462 10
Clinton	15,318 75	17,623 87	1,142 89	1,931 33	32,540 66	1,069 50	69,677 00	2,412 08	18,843 74	90,932 82
Crawford	385 18	1,628 42	40 34	.....	6,880 76	766 61	9,701 31	190 00	6,486 26	16,377 57
Delta	1,660 27	17,868 96	466 88	250 98	56,962 34	30,804 39	108,013 82	8,628 14	14,825 65	131,467 61
Dickinson	5,154 87	14,619 98	3,322 72	330 35	93,184 02	906 79	117,518 73	15,200 00	6,482 44	139,201 17
Eaton	16,442 76	19,879 93	1,157 16	3,142 19	50,074 13	920 05	91,616 22	1,091 57	18,239 29	110,947 08
Emmet	2,154 02	8,699 60	454 02	380 20	38,926 53	861 02	51,475 39	12,501 13	10,547 88	74,524 40
Genesee	24,606 34	27,079 33	2,706 00	3,585 24	72,894 94	26,948 97	157,820 82	20,486 28	19,724 99	198,032 09
Gladwin	560 03	5,578 24	126 95	165 15	12,757 88	1,758 70	20,946 95	212 30	5,969 80	27,119 05
Gogebic	7,418 90	12,208 72	663 20	375 00	81,021 71	3,767 16	105,454 63	5,000 00	31,935 36	142,389 99
Grand Traverse	7,375 48	14,417 80	237 93	824 45	38,379 28	1,405 97	62,640 91	1,300 00	29,727 93	93,668 84
Gratiot	11,709 20	22,127 98	1,318 97	1,024 60	39,336 36	2,507 63	78,024 74	1,969 82	24,708 09	104,702 65

Hillsdale	17,374 06	18,616 06	1,096 80	2,791 58	40,645 27	2,532 08	83,055 87	4,691 99	21,643 60	109,391 46
Houghton	97,284 18	54,980 74	3,148 09	1,768 10	217,829 80	7,640 81	382,651 81	.....	135,175 69	517,827 50
Huron	10,303 21	32,024 86	433 82	450 95	37,882 19	2,148 95	83,243 98	7,733 70	23,733 58	114,711 26
Ingham	25,281 91	25,548 96	1,553 91	2,299 15	74,127 84	1,439 40	130,251 17	2,529 31	38,899 60	171,680 08
Ionia	14,881 00	22,924 51	1,142 42	2,880 37	51,450 16	2,989 16	96,217 62	2,251 34	28,951 59	127,420 55
Iosco	516 97	9,476 29	.....	24 28	17,358 40	1,064 19	28,440 23	2,506 00	6,918 19	37,864 42
Iron	935 54	6,235 90	792 56	43 40	43,391 44	1,452 51	52,851 35	7,600 00	6,808 33	67,259 68
Isabella	5,605 44	17,997 06	257 96	213 55	27,596 58	2,839 24	54,509 83	3,658 55	15,376 98	73,545 36
Jackson	28,858 81	29,791 90	1,639 84	2,166 98	77,180 00	1,837 17	141,474 70	1,480 60	23,484 60	166,439 90
Kalamazoo	22,138 25	26,971 84	2,026 92	2,833 72	103,181 39	1,503 36	158,655 48	8,956 01	33,899 51	200,511 00
Kalkaska	1,896 01	4,715 94	379 11	137 52	14,375 61	2,743 62	24,247 81	1,856 07	7,055 07	33,158 95
Kent	64,705 77	97,600 65	4,914 29	3,697 88	353,242 25	25,363 42	549,524 26	32,709 96	87,574 13	669,808 35
Keweenaw	3,018 00	1,933 14	727 91	.....	12,426 65	2,599 06	20,704 76	.....	9,039 59	29,744 35
Lake	440 75	3,331 44	87 75	23 75	10,463 32	930 89	15,277 90	231 65	7,500 94	23,010 49
Lapeer	12,502 09	20,852 25	895 76	2,365 88	37,132 63	717 01	74,465 62	5,645 11	18,013 33	98,124 06
Leelanau	1,984 50	8,940 49	362 82	113 96	13,322 24	535 60	25,259 61	526 15	6,007 82	31,793 58
Lenawee	28,164 58	31,924 38	1,824 26	3,353 58	60,283 71	635 80	126,186 31	8,494 30	29,343 50	164,024 11
Livingston	13,430 20	12,669 74	2,235 03	1,810 70	26,483 25	1,538 86	58,167 78	1,612 58	10,537 82	70,318 18
Luce	1,036 50	978 78	259 28	.....	10,105 69	558 86	12,939 11	.....	11,786 59	24,725 70
Mackinac	1,597 40	5,575 23	467 57	7 50	17,812 10	3,053 37	28,513 17	.....	6,727 87	35,241 04
Macomb	21,294 20	27,031 55	2,804 74	1,991 37	36,592 23	667 96	90,382 05	3,047 49	52,089 03	145,518 57
Manistee	10,421 73	22,396 01	490 16	763 28	55,695 42	1,640 24	91,406 84	1,121 03	16,439 25	108,967 12
Marquette	24,052 79	32,529 12	1,066 46	24 23	133,829 92	6,654 94	198,157 46	92,200 00	58,543 06	348,900 52
Mason	5,291 72	15,750 25	460 24	351 79	33,755 09	479 30	56,097 39	593 00	18,871 08	75,561 47
Mecosta	1,988 67	16,308 79	450 51	245 51	31,044 29	5,198 24	55,236 01	305 67	26,311 17	81,852 85
Menominee	8,092 86	22,851 24	185 49	258 34	82,505 67	3,331 93	117,225 53	842 00	17,344 38	135,411 91
Midland	1,874 21	12,224 55	148 65	107 28	21,358 98	2,391 47	38,105 14	468 09	14,236 92	52,810 15
Missaukee	1,217 99	7,264 11	318 33	10 45	20,881 37	926 60	30,618 85	3,210 00	10,072 75	43,901 60
Monroe	16,342 46	25,286 80	2,806 03	1,389 01	21,192 20	1,554 06	68,570 79	2,148 82	15,140 53	85,860 14
Montcalm	7,606 18	25,749 54	1,321 24	2,795 90	49,142 11	2,313 68	88,928 65	2,450 19	23,098 98	114,477 52
Montmorency	678 80	2,312 24	44 32	.....	10,450 80	1,527 67	15,013 83	.....	5,320 31	20,334 14
Muskegon	10,684 61	32,387 37	410 48	601 81	82,949 84	21,447 91	148,482 02	23,581 17	21,956 06	194,019 25
Newaygo	4,335 65	14,333 56	207 08	358 56	25,911 14	3,944 71	49,090 70	1,295 34	14,568 33	64,954 37
Oakland	29,209 83	27,752 71	2,690 65	3,810 50	63,491 24	6,847 49	133,802 42	66,326 94	25,973 60	226,102 96
Oceana	4,131 96	11,955 12	416 73	364 47	25,608 37	2,907 11	45,393 76	1,098 26	12,380 90	58,872 94
Ogemaw	1,171 25	5,689 19	2 44	231 01	14,994 08	1,355 60	23,443 52	1,150 00	10,074 28	34,667 80
Ontonagon	3,310 09	3,586 01	61 86	29 70	49,091 62	4,564 47	60,643 74	11,943 88	2,530 05	75,117 67
Osceola	3,511 84	14,374 20	925 82	457 13	35,112 18	865 58	55,546 75	1,003 30	12,214 73	68,764 78
Oscoda	5 42	644 68	.....	2 25	3,080 91	1,492 43	5,175 69	.....	1,070 61	6,246 30
Otsego	1,360 60	4,170 42	343 32	93 15	16,472 44	1,096 54	23,536 47	.....	7,229 37	30,765 84
Ottawa	14,181 82	33,626 57	1,782 69	785 62	63,691 80	3,047 35	117,115 85	38,210 37	54,362 41	209,688 63
Presque Isle	1,545 37	6,818 69	204 19	47 45	13,805 69	1,320 13	23,741 52	10,885 47	5,235 64	39,862 63
Roscommon	200 52	780 90	.....	.....	1,982 89	219 96	3,184 29	470 71	1,149 85	4,804 85
Saginaw	11,096 27	66,539 86	1,743 33	1,634 26	165,346 60	6,289 44	252,649 76	3,577 01	56,816 58	313,043 35

TABLE V.—CONCLUDED.

Counties.	Ordinary receipts.							Received from loans.	Money on hand Sept. 2, 1901.	Total resources including amount on hand and loans.
	One-mill tax.	Primary school interest fund.	Library moneys.	Tuition of non-resident pupils.	District taxes for all purposes.	Raised from all other sources.	Total net receipts.			
St. Clair	$19,728 73	$45,648 60	$2,093 82	$1,000 99	$82,948 21	$1,593 37	$153,013 72	$2,051 47	$27,049 63	$182,114 82
St. Joseph	14,722 78	15,747 42	903 60	1,516 97	43,228 17	781 58	76,900 52	2,666 53	11,048 11	90,615 16
Sanilac	10,328 77	30,013 23	498 81	732 62	39,741 42	758 42	82,073 27	2,388 25	28,865 06	113,326 58
Schoolcraft	591 25	4,684 62	753 99	32 19	26,730 13	1,120 51	33,912 69	.....	11,588 05	45,500 74
Shiawassee	16,360 56	21,782 27	2,048 00	2,014 66	60,373 16	3,104 06	105,682 71	9,320 78	17,444 06	132,447 55
Tuscola	14,377 68	28,237 03	1,086 49	1,428 64	39,848 65	5,534 06	90,512 55	5,258 08	26,676 68	122,447 31
Van Buren	12,981 89	22,871 51	1,210 88	4,083 15	51,097 84	2,609 79	94,855 06	6,079 91	19,131 48	120,066 45
Washtenaw	33,599 74	30,590 58	1,708 44	9,311 24	88,542 32	19,027 72	182,780 04	18,229 61	21,015 96	222,025 61
Wayne	36,979 72	256,535 19	58,349 25	1,940 04	968,266 06	169,948 22	1,492,018 48	482,576 03	120,616 59	2,095,211 10
Wexford	4,145 79	12,355 73	558 18	249 95	48,010 45	1,455 45	66,775 55	1,296 51	16,157 70	84,229 76

TABLE VI.

Expenditures of school districts as reported by school inspectors for the year ending September 1. 1902.

Counties.	Ordinary expenditures for maintaining the schools.							Paid on indebtedness (principal).	Amount on hand Sept. 1, 1902.	Total expenditures, including amount on hand and paid on indebtedness.
	Paid male teachers.	Paid female teachers.	Paid for building, repairs and site.	Paid for books and care of library.	Paid interest on loans.	Paid for all other purposes.	Total net expenses.			
Totals	$1,114,931 66	$3,887,674 30	$1,434,474 14	$123,902 83	$139,691 57	$2,086,622 06	$8,787,296 56	$419,706 02	$2,165,146 60	$11,372,149 18
Alcona	$3,659	$5,776 60	$4,083 09	$80 11	$203 60	$2,731 94	$16,534 34	$815 93	$5,884 81	$23,235 08
Alger	3,877 50	13,336 35	3,403 61	230 80	363 02	5,125 85	26,337 13	1,469 20	16,339 78	44,146 11
Allegan	21,111 67	47,815 14	11,218 47	857 80	1,209 97	19,645 70	101,858 75	6,581 86	33,634 01	142,074 62
Alpena	2,892 00	27,130 65	5,291 96	739 16	263 94	10,667 53	46,985 24	2,360 99	7,899 08	57,245 31
Antrim	10,872 25	24,227 85	11,977 63	74 57	1,154 30	10,104 94	58,411 54	4,738 51	16,525 08	79,675 13
Arenac	5,015 50	10,356 50	3,162 98	196 98	1,309 57	4,798 86	24,840 39	1,573 51	10,703 43	37,117 33
Baraga	5,490 00	8,330 00	5,889 89	165 00	.....	4,322 01	24,196 90	.....	8,152 94	32,349 84
Barry	14,639 55	31,674 93	2,954 29	376 27	82 65	10,967 72	60,695 41	1,291 51	19,793 80	81,780 72
Bay	21,015 16	86,730 24	14,868 65	294 59	6,094 86	55,616 37	184,619 87	4,043 00	43,610 37	232,273 24
Benzie	3,982 50	17,618 55	2,792 42	313 31	1,215 10	4,641 87	30,563 75	3,378 84	8,998 98	42,941 57
Berrien	30,822 35	63,723 83	25,860 71	924 33	2,570 35	32,045 55	155,947 12	11,404 33	46,062 24	213,413 69
Branch	15,550 54	35,207 65	14,937 08	245 78	583 58	13,728 72	80,253 35	2,770 44	23,985 58	107,009 37
Calhoun	22,214 70	83,603 44	34,933 01	1,829 65	1,213 15	36,183 09	179,977 04	5,392 43	31,409 55	216,779 02
Cass	15,043 50	30,705 21	2,940 06	239 61	426 64	8,885 69	58,240 71	12,220 87	14,927 77	85,389 35
Charlevoix	7,202 37	22,772 43	9,938 47	17 00	2,384 19	7,008 83	49,323 29	2,115 13	13,209 26	64,647 68
Cheboygan	7,969 90	23,058 19	20,110 34	645 84	2,310 62	18,855 67	72,950 56	2,886 01	13,061 62	88,898 19
Chippewa	12,680 25	33,093 79	32,181 04	231 85	6,114 14	21,709 02	106,010 09	17,595 00	16,639 71	140,244 80
Clare	4,141 00	12,327 25	997 29	97 38	692 73	4,687 18	22,942 83	2,362 10	13,157 17	38,462 10
Clinton	13,504 38	32,607 72	6,448 90	760 48	98 31	9,742 52	63,162 31	2,612 79	25,157 72	90,932 82
Crawford	1,111 00	5,456 47	848 11	59 38	.....	2,183 39	9,658 35	.....	6,719 22	16,377 57
Delta	8,592 75	43,055 38	26,608 04	662 29	3,992 47	31,180 94	114,091 87	1,886 00	15,489 74	131,467 61
Dickinson	9,035 84	40,206 59	6,360 43	3,610 09	3,826 66	43,252 40	106,292 01	7,440 00	25,469 16	139,201 17
Eaton	16,234 10	48,949 68	5,613 62	601 01	197 18	14,621 51	86,217 10	2,928 27	21,801 71	110,947 08
Emmet	6,686 86	24,283 56	16,189 02	174 05	1,448 07	7,474 84	56,256 40	8,756 78	9,511 22	74,524 40
Genesee	22,959 28	62,527 85	47,426 26	1,650 42	1,267 10	36,614 58	172,445 49	6,385 70	19,200 90	198,032 09
Gladwin	2,531 25	9,979 30	2,252 53	95 58	218 35	3,184 26	18,261 27	955 96	7,901 82	27,119 05
Gogebic	8,950 00	42,357 50	20,125 66	158 52	2,860 76	27,113 37	101,565 81	6,500 00	34,324 18	142,389 99
G'd. Traverse	5,396 00	34,028 73	4,737 77	104 69	701 77	12,621 13	57,590 09	7,525 00	28,553 75	93,668 84
Gratiot	16,411 09	32,644 63	10,915 53	948 67	1,927 35	11,668 89	74,516 16	6,178 42	24,008 07	104,702 65

TABLE VI.—CONCLUDED.

Counties.	Ordinary expenditures for maintaining the schools.							Paid on indebtedness (principal).	Amount on hand Sept. 1, 1902.	Total expenditures, including amount on hand and paid on indebtedness.
	Paid male teachers.	Paid female teachers.	Paid for building, repairs and site.	Paid for books and care of library.	Paid interest on loans.	Paid for all other purposes.	Total net expenses.			
Hillsdale	$15,955 50	$40,153 82	$17,169 59	$397 62	$393 22	$14,317 21	$88,386 96	$2,087 44	$18,917 06	$109,391 46
Houghton	32,912 50	156,076 43	57,307 65	2,317 29	4,805 90	88,114 93	341,534 10	4,114 00	172,179 40	517,827 50
Huron	20,849 82	28,272 35	11,432 28	266 36	2,172 11	12,076 07	75,070 99	6,251 38	33,389 96	114,711 26
Ingham	15,242 00	67,980 37	6,975 80	3,160 74	1,237 90	22,254 60	116,851 41	7,737 04	47,091 63	171,680 08
Ionia	14,673 10	50,436 26	9,893 26	994 25	388 53	16,201 19	92,556 59	2,007 64	32,856 32	127,420 55
Iosco	4,123 00	13,344 54	4,001 63	23 50	110 60	4,215 50	25,818 77	1,304 08	10,741 57	37,864 42
Iron	3,950 00	19,754 87	7,050 18	473 22	1,243 27	11,891 18	44,362 72	12,187 20	10,709 76	67,259 68
Isabella	8,399 75	26,851 42	7,182 64	192 19	943 11	7,695 06	51,270 17	2,923,98	19,351 21	73,545 36
Jackson	21,499 32	72,017 52	8,556 74	417 53	1,535 44	22,814 89	126,841 44	10,522 21	29,076 25	166,439 90
Kalamazoo	19,593 50	74,271 05	9,164 18	4,325 86	575 97	32,770 94	140,701 50	7,579 65	52,229 85	200,511 00
Kalkaska	4,337 75	10,367 25	2,632 25	139 31	175 68	4,023 20	21,675 44	3,093 03	8,400 48	33,168 95
Kent	44,296 30	273,666 38	35,769 19	13,448 94	13,500 77	111,023 41	491,704 99	24,441 01	153,662 35	669,808 35
Keweenaw	2,448 75	3,940 00	1,038 38	.....	.....	2,040 10	9,467 23	.....	20,277 12	29,744 35
Lake	2,465 00	7,813 00	854 74	98 53	80	2,571 09	13,803 16	661 29	8,546 04	23,010 49
Lapeer	14,718 60	33,885 48	9,187 18	337 07	336 12	14,546 94	73,011 39	3,781 66	21,331 01	98,124 06
Leelanau	4,730 00	11,955 50	2,397 90	12 39	366 79	3,058 92	22,521 50	2,306 12	6,965 96	31,793 58
Lenawee	24,538 27	66,311 49	10,119 31	3,389 57	240 58	19,550 36	124,149 58	9,318 32	30,556 21	164,024 11
Livingston	11,668 80	27,278 82	3,934 71	294 18	97 66	8,705 80	51,974 97	2,679 84	15,663 37	70,318 18
Luce	2,915 00	5,975 00	3,437 66	126 00	.....	4,337 24	16,790 90	.....	7,934 80	24,725 70
Mackinaw	3,410 50	12,860 50	4,788 76	43 77	961 38	5,945 17	28,000 08	2,168 35	5,072 61	35,241 04
Macomb	20,041 27	35,638 35	44,932 07	1,782 54	1,488 89	9,730 86	113,613 98	3,665 55	28,239 04	145,518 57
Manistee	11,053 37	46,382 84	5,766 16	912 64	1,614 87	15,619 67	81,349 55	7,759 67	19,857 90	108,967 12
Marquette	24,295 50	89,825 99	72,805 72	1,278 62	5,078 33	75,746 20	269,030 36	6,000 00	73,870 16	348,900 52
Mason	8,515 75	29,548 05	3,487 18	335 32	745 13	10,235 41	52,866 84	3,297 99	19,396 64	75,561 47
Mecosta	7,662 20	28,960 60	3,796 53	200 49	227 86	9,399 47	50,249 15	1,609 40	29,994 30	81,852 85
Menominee	11,759 83	48,847 65	5,368 67	339 51	3,469 47	21,042 62	90,827 75	13,443 65	31,140 51	135,411 91
Midland	4,930 00	20,974 35	3,129 84	11 96	315 12	5,976 63	35,337 90	1,122 31	16,349 94	52,810 15
Missaukee	5,019 25	13,520 75	5,490 50	67 75	226 38	4,819 57	29,144 20	1,396 65	13,360 75	43,901 60
Monroe	15,352 60	31,771 15	5,469 23	1,034 55	514 50	10,341 24	64,483 27	2,990 69	18,386 18	85,860 14
Montcalm	13,848 45	42,638 93	9,593 11	484 53	1,100 35	12,824 51	80,489 88	4,267 68	29,720 26	114,477 82
Montmorency	2,180 00	6,225 00	1,923 40	.....	.....	2,639 94	12,968 34	.....	7,365 80	20,334 14
Muskegon	13,782 50	65,185 51	8,974 78	1,619 01	8,599 82	50,914 44	149,076 06	5,928 74	39,014 45	194,019 25
Newaygo	8,500 75	24,827 05	5,071 95	105 04	375 61	6,786 64	45,667 04	2,966 56	16,320 77	64,954 37
Oakland	19,728 02	63,879 04	88,031 86	1,318 18	2,682 79	22,416 56	198,056 45	3,518 09	24,533 42	226,102 96
Oceana	9,243 90	20,964 10	4,406 43	69 25	191 09	5,796 19	40,670 96	2,624 44	15,577 54	58,872 94

Ogemaw	2,927 50	10,456 25	5,170 29	.....	1,364 62	2,842 20	22,760 87	1,264 41	10,642 52	54,667 80
Ontonagon	3,560 00	20,333 00	20,356 29	60 50	1,659 75	13 493 05	59,462 59	11,510 55	4,144 53	75,117 67
Osceola	8,237 50	27,068 10	4,071 47	227 00	718 88	8,857 37	49,180 32	4,240 52	15,343 94	68,764 78
Oscoda	1,533 50	1,846 08	432 90	.....	.....	687 74	4,500 22	24 29	1,721 79	6,246 30
Otsego	2,977 00	10,921 12	1,628 60	157 89	350 23	3,343 75	19,378 59	1,814 69	9,572 56	30,765 84
Ottawa	21,068 88	50,470 25	53,195 60	540 26	4,676 67	19,891 30	149,842 96	3,249 60	56,596 07	309,688 63
Presque Isle	4,779 88	6,790 82	6,491 33	76 77	722 04	4,440 32	23,301 16	3,726 37	12,835 10	39,802 63
Roscommon	500 00	1,779 50	298 76	.....	151 87	608 56	3,338 69	186 67	1,279 49	4,804 85
Saginaw	37,024 27	128,163 64	31,928 85	2,826 06	1,439 90	50,732 96	252,115 68	9,136 12	51,791 55	313,043 35
St Clair	17,014 00	73,548 40	18,574 50	4,015 82	1,291 06	30,202 07	144,645 85	6,611 53	30,857 44	182,114 82
St. Joseph	15,041 21	38,728 20	6,072 84	1,083 83	115 18	12,489 84	73,531 10	3,021 39	14,062 67	90,615 16
Sanilac	23,959 50	26,993 46	13,267 13	144,62	2,126 11	13,527 60	80,018 42	4,914 95	28,393 21	113,326 58
Schoolcraft	4,678 00	16,282 87	1,285 68	639 23	686 21	7,795 07	31,367 06	2,017 92	12,115 76	45,500 74
Shiawassee	17,917 93	46,423 55	14,506 46	1,233 74	2,995 83	20,087 81	103,165 32	6,666 46	22,615 77	132,447 55
Tuscola	14,184 50	38,519 13	11,080 96	207 81	950 97	12,777 57	77,720 94	3,575 00	41,151 37	123,447 31
Van Buren	20,067 13	41,614 72	14,780 91	831 85	407 04	15,436 72	93,138 40	6,098 66	20,829 39	120,066 45
Washtenaw	26,249 40	80,822 59	43,077 22	2,586 06	3,072 57	35,019 33	190,827 17	8,761 97	22,436 47	220,025 61
Wayne	117,500,67	708,882 66	342,936 49	52,815 77	15,993 89	678,385 94	1,916,515 41	39,785 44	138,910 25	2,096,211 10
Wexford	7,477 62	32,047 55	9,107 54	74 70	532 87	12,174 74	61,415 02	3,180 31	19,634 43	84,229 76

TABLE VII.

Miscellaneous statistics as reported by school inspectors for the year ending September 1, 1902.

Counties.	Bonded indebtedness of the districts.	Total indebtedness of the districts.	Amount due the districts.	Amount paid and due inspectors and members of school boards for services.	Amount paid and due township chairmen and other officers for services.
Totals	$2,818,628 19	$2,995,369 46	$372,683 89	$17,090 14	$40,103 18
Alcona	$3,509 75	$3,889 88	$717 80	$116 00	$63 00
Alger	7,920 20	8,320 20	.....	375 00	650 00
Allegan	25,380 75	26,575 11	5,243 66	230 51	122 42
Alpena	2,175 00	2,948 53	4,518 55	537 38	289 25
Antrim	22,200 00	24,829 56	4,719 93	130 15	17 00
Arenac	18,063 88	20,114 78	5,017 80	85 50	22 75
Baraga	.....	.....	.....	227 90	499 70
Barry	516 50	815 09	783 15	208 50	125 25
Bay	90,740 00	101,908 70	5,851 51	108 00	611 25
Benzie	18,537 60	18,756 63	8,928 37	86 50	10 50
Berrien	46,270 00	58,517 60	3,906 37	211 85	473 35
Branch	8,700 00	8,796 62	1,272 10	145 00	211 25
Calhoun	27,000 00	27,752 64	1,553 06	120 25	341 50
Cass	30,810 00	31,011 95	19,823 51	195 50	75 00
Charlevoix	42,835 00	44,053 97	4,414 46	121 75	34 75
Cheboygan	46,391 64	51,353 82	4,736 30	224 00	207 00
Chippewa	109,424 48	114,089 23	13,020 88	341 25	616 00
Clare	9,854 00	10,920 03	3,324 24	110 00	90 00
Clinton	2,250 00	2,702 33	940 94	127 25	32 50
Crawford	34 50	713 67	527 66	136 26	16 88
Delta	75,750 00	85,976 57	1,396 88	271 86	524 00
Dickinson	55,860 00	59,815 00	.....	400 00	1,217 00
Eaton	2,740 00	4,301 85	3,508 88	112 00	343 25
Emmet	22,895 00	23,870 24	8,048 06	132 70	14 00
Genesee	35,125 00	35,708 22	4,272 55	115 75	529 75
Gladwin	2,725 00	3,314 40	1,775 51	100 75	59 00
Gogebic	59,500 00	59,500 00	300 00	457 00	993 00
Grand Traverse	22,975 00	23,403 56	2,846 02	90 50	34 00
Gratiot	29,360 00	31,430 23	2,786 76	139 73	25 50
Hillsdale	13,365 13	18,043 30	2,079 08	112 50	119 00
Houghton	125,000 00	126,022 05	3,961 25	505 79	195 00
Huron	43,450 00	43,650 00	2,246 19	192 00	5,525 00
Ingham	16,890 00	18,368 25	1,765 90	90 75	1,540 10
Ionia	5,517 50	6,852 72	1,217 16	91 25	33 50
Iosco	1,700 00	2,027 40	1,206 51	150 75	218 25
Iron	13,000 00	13,155 00	3,700 00	584 50	700 00
Isabella	19,855 70	20,584 09	4,382 08	195 00	152 00
Jackson	1,400 00	2,403 72	1,199 83	935 00	823 50
Kalamazoo	4,632 60	4,781 76	934 73	120 50	417 75
Kalkaska	850 00	927 95	1,557 12	107 50	33 75
Kent	256,525 00	257,912 30	6,239 24	169 25	1,244 85
Keweenaw	.....	.....	738 77	106 50	186 00
Lake	300 00	687 65	4,015 47	94 50	12 75
Lapeer	6,698 54	7,857 25	2,903 60	113 75	79 25
Leelanau	4,848 00	4,883 00	1,484 45	90 25	13 50
Lenawee	1,917 00	3,342 56	1,963 25	214 25	235 00
Livingston	1,510 00	2,081 28	1,966 12	93 00	15 00
Luce	.....	.....	13 87	288 50	335 00
Mackinac	13,675 00	13,775 00	1,759 15	284 50	608 50
Macomb	31,995 00	32,307 75	1,020 67	172 61	123 00

TABLE VII.—CONCLUDED.

Counties.	Bonded indebtedness of the districts.	Total indebtedness of the districts.	Amount due the districts.	Amount paid and due inspectors and members of school boards for services.	Amount paid and due township chairmen and other officers for services.
Manistee	$23,363 35	$23,743 72	$10,971 11	$103 50	$62 25
Marquette	152,500 00	165,364 53	21,163 55	1,079 09	2,521 50
Mason	13,880 00	14,107 00	6,595 15	109 25	166 75
Mecosta	2,828 00	3,206 96	5,099 90	187 40	224 50
Menominee	56,075 00	56,973 20	4,366 07	439 62	1,030 00
Midland	3,940 00	4,601 48	7,362 10	146 25	97 50
Missaukee	4,290 00	5,083 11	5,917 88	180 75	43 25
Monroe	11,245 50	11,365 57	1,455 79	124 50	55 00
Montcalm	18,350 00	19,306 43	7,441 43	237 90	124 00
Montmorency	.....	.....	80 00	253 50	293 65
Muskegon	31,632 50	50,826 36	37,282 32	172 30	61 15
Newaygo	4,452 00	4,735 81	8,744 20	202 70	46 00
Oakland	74,550 00	77,753 08	2,906 99	216 75	130 25
Oceana	1,620 00	1,925 97	3,016 77	204 10	43 74
Ogemaw	17,866 66	18,229 20	2,596 31	161 10	23 14
Ontonagon	25,650 00	34,958 58	1,551 10	442 00	710 00
Osceola	6,950 00	7,480 47	7,088 62	166 25	35 00
Oscoda	.....	214 42	650 33	39 00	64 00
Otsego	4,400 00	4,840 07	2,504 09	62 00	19 75
Ottawa	57,700 00	72,292 80	3,758 12	178 40	261 00
Presque Isle	19,700 00	20,691 34	1,533 85	62 25	19 25
Roscommon	3,400 00	3,651 80	1,452 19	48 65	6 75
Saginaw	20,050 00	22,403 01	4,440 94	278 62	3,048 47
St. Clair	34,740 00	34,958 17	1,749 15	203 75	194 50
St. Joseph	550 00	1,703 55	895 92	94 00	144 00
Sanilac	37,610 00	39,225 93	1,978 31	212 05	59 75
Schoolcraft	11,000 00	11,268 22	1,317 00	175 00	531 95
Shiawassee	51,231 35	52,176 30	3,356 70	72 22	283 50
Tuscola	18,525 00	19,745 71	3,548 98	192 50	80 25
Van Buren	3,214 00	5,826 16	5,343 95	124 25	19 75
Washtenaw	72,861 46	74,505 99	883 47	126 25	124 50
Wayne	642,005 60	656,363 98	37,426 15	298 75	8,743 03
Wexford	9,775 00	10,787 90	4,596 06	124 00	28 50

TABLE VIII.

Cost per capita of public schools of the State for the school year ending September 1, 1902.

Counties.	Number of pupils included in school census in—		Number of pupils enrolled in—		Cost per capita for instruction, based on school census in—			Cost per capita for instruction, based on enrollment in—			Total expenses per capita during year, based on enrollment in—		
	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.
Totals	417,131	321,051	291,019	222,649	$8 12	$5 02	$6 77	$11 64	$7 24	$9 73	$22 01	$10 69	$17 11
Alcona	224	1,814	183	1,263	$6 10	$4 44	$4 62	$7 47	$6 28	$6 43	$10 86	$11 33	$11 27
Alger	1,177	463	934	337	9 38	13 32	10 49	11 82	18 30	13 54	18 11	37 96	20 72
Allegan	3,569	8,310	2,850	5,966	8 65	4 57	5 80	10 83	6 37	7 81	16 63	9 12	11 55
Alpena	4,360	2,673	2,036	1,609	4 34	4 14	4 26	9 29	6 89	8 23	14 57	10 13	12 61
Antrim	2,110	2,771	1,815	2,093	7 80	6 02	7 19	9 07	8 90	8 98	17 56	12 19	14 94
Arenac	1,347	2,180	1,084	1,570	4 85	4 05	4 35	6 02	5 62	2 79	9 89	8 96	9 35
Baraga	1,371	275	955	143	7 55	12 58	8 39	10 84	24 19	12 58	19 24	40 69	22 08
Barry	1,542	4,400	1,349	3,353	10 57	6 82	7 79	12 08	8 95	9 84	16 69	11 38	12 90
Bay	14,528	7,548	7,650	4,096	5 92	2 87	4 88	11 24	5 29	9 17	18 57	10 38	15 71
Benzie	1,440	1,650	1,258	1,190	7 81	6 26	6 99	8 94	9 30	8 82	12 75	12 19	12 73
Berrien	7,788	6,434	6,242	4,425	7 94	5 07	6 64	9 91	7 37	8 86	17 02	11 61	14 61
Branch	2,528	4,012	2,051	3,062	9 90	6 40	7 76	12 21	8 39	9 92	22 74	10 97	15 69
Calhoun	7,721	4,818	6,212	3,501	9 43	6 83	8 43	11 73	9 40	10 89	22 03	12 21	18 52
Cass	2,093	3,290	1,910	2,433	10 07	7 48	8 49	11 04	10 13	10 53	14 81	12 31	13 41
Charlevoix	1,924	2,929	1,659	2,130	7 22	5 48	6 17	8 37	7 54	7 91	11 85	13 91	13 01
Cheboygan	2,693	2,883	1,807	1,923	5 27	5 83	5 56	7 96	8 76	8 31	25 47	13 99	19 28
Chippewa	4,268	2,489	3,668	1,759	7 61	5 33	6 77	8 86	7 54	8 43	23 72	10 90	19 57
Clare	1,052	1,952	815	1,367	5 98	4 70	5 48	7 72	6 71	7 54	11 22	10 09	10 51
Clinton	1,854	5,199	1,494	3,503	9 81	5 36	6 53	12 17	7 96	9 22	17 38	10 61	12 64
Crawford	418	479	391	322	8 81	5 01	7 32	13 96	8 95	9 21	13 96	3 03	13 54
Delta	4,568	3,330	3,195	2,393	7 15	5 69	6 53	10 23	7 91	9 24	26 89	11 76	20 41
Dickinson	4,835	1,494	3,584	1,073	7 60	8 35	7 78	10 25	11 63	10 57	23 23	21 44	22 82
Eaton	2,959	4,623	2,636	3,494	11 42	6 79	8 59	9 03	8 97	10 63	17 44	11 51	14 06
Emmet	2,200	2,577	1,724	1,594	7 73	5 41	6 48	9 86	8 75	9 42	20 67	12 93	16 96
Genesee	5,319	5,675	4,049	4,269	9 78	5 88	7 77	12 85	7 82	10 27	31 94	10 09	20 73
Gladwin	753	1,887	502	1,164	9 45	10 91	9 57	13 48	16 37	13 47	25 88	33 88	26 66
Gogebic	4,900	456	3,437	372	5 69	4 35	4 74	8 53	7 06	7 50	12 46	10 31	10 96
Grand Traverse	3,509	2,837	2,478	2,050	6 91	5 34	6 21	9 78	7 39	8 70	14 66	10 36	12 71
Gratiot	2,706	6,235	2,426	4,762	7 61	4 56	5 48	8 49	5 97	6 82	15 41	7 79	10 36
Hillsdale	2,685	4,843	2,204	3,518	9 16	6 50	7 45	11 16	8 95	9 80	21 12	11 85	15 44
Houghton	17,797	4,283	12,524	2,757	8 85	7 32	8 55	12 58	11 40	12 36	23 32	17 93	22 35
Huron	4,152	8,862	2,778	5,549	4 94	3 22	3 77	7 39	5 15	5 89	11 80	7 61	9 01
Ingham	6,442	4,127	4,704	3,008	8 74	6 29	7 87	11 96	8 49	10 66	17 07	12 13	15 15
Ionia	4,267	4,848	3,594	3,239	8 76	5 71	7 14	10 40	8 55	9 52	15 86	10 97	13 54
Iosco	2,284	1,283	1,677	847	5 28	4 21	4 89	7 19	6 38	6 92	9 26	12 13	10 22
Iron	2,089	550	1,748	378	9 07	8 63	8 98	10 84	12 55	11 14	20 12	24 29	20 86
Isabella	1,529	5,988	1,183	4,235	7 52	3 95	6 16	9 72	5 60	6 50	12 90	8 50	9 46
Jackson	7,054	4,602	5,756	3,285	8 81	6 59	8 02	10 97	9 23	10 84	14 87	12 54	14 02
Kalamazoo	7,464	3,819	5,905	2,743	8 86	7 25	8 31	11 20	10 10	10 85	17 96	12 61	16 26
Kalkaska	501	1,523	459	1,186	7 13	7 30	7 26	7 78	9 38	8 98	11 08	13 98	13 17
Kent	30,161	9,516	18,064	6,582	8 98	4 92	8 01	15 00	7 12	12 90	23 84	9 10	19 95
Keweenaw	.....	818	.....	670	.....	7 81	7 81	.....	9 53	9 53	.....	14 13	14 13
Lake	598	952	518	695	5 99	7 02	6 60	6 92	9 62	8 47	9 14	13 04	11 37
Lapeer	2,243	5,841	1,883	4,278	9 34	4 73	6 01	11 13	6 46	7 88	18 67	8 82	11 85
Leelanau	668	2,982	477	2,038	5 29	4 37	4 54	7 64	6 39	6 63	11 11	8 44	8 95
Lenawee	5,772	6,810	4,668	4,939	8 83	5 70	7 22	10 74	8 06	9 45	15 43	10 54	12 92
Livingston	1,192	3,915	1,018	2,939	11 52	6 43	7 62	13 49	8 57	9 84	18 77	11 18	13 13
Luce	468	233	520	177	13 00	12 03	12 68	11 70	15 84	12 75	22 20	29 63	24 08

TABLE VIII.—CONCLUDED.

Counties.	Number of pupils included in school census in—		Number of pupils enrolled in—		Cost per capita for instruction, based on school census in—			Cost per capita for instruction, based on enrollment in—			Total expenses per capita during year, based on enrollment in—		
	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.
Mackinac	967	1,646	706	1,138	$5 64	$6 56	$6 22	$7 73	$9 50	$8 82	$14 96	$15 32	$15 18
Macomb	4,883	5,854	2,952	3,246	6 56	4 03	5 18	10 86	7 27	8 98	27 84	9 68	18 33
Manistee	6,229	3,306	3,604	2,049	6 86	4 43	6 02	11 86	2 15	10 16	16 26	11 09	14 39
Marquette	11,446	2,014	7,720	1,312	8 62	7 65	8 47	12 78	11 75	12 63	29 44	31 77	29 78
Mason	2,973	3,607	2,311	2,652	7 35	4 49	5 78	9 45	6 13	7 66	12 96	8 63	10 65
Mecosta	1,994	5,021	1,607	3,568	7 22	4 43	5 23	8 96	6 24	7 09	12 10	8 63	9 71
Menominee	5,698	4,188	3,934	2,770	6 51	5 60	6 13	9 43	8 47	9 04	14 70	11 91	13 54
Midland	1,332	3,829	1,197	2,553	8 17	3 92	5 01	9 10	5 87	6 90	11 77	8 32	9 42
Missaukee	632	2,555	548	1,948	6 18	5 72	5 81	7 13	7 30	7 42	10 63	11 96	11 67
Monroe	2,386	7,968	1,370	5,510	6 12	4 06	4 55	10 74	5 88	6 85	15 67	7 80	9 37
Montcalm	3,247	6,966	2,744	4,700	8 31	4 23	5 43	9 84	6 27	7 58	14 78	8 49	10 81
Montmorency	264	745	200	555	9 12	8 04	8 33	12 05	10 80	11 13	15 53	17 76	17 17
Muskegon	9,330	3,898	7,193	2,690	6 71	4 19	5 96	8 70	6 07	7 99	17 59	8 38	15 68
Newaygo	1,395	4,544	1,150	3,444	7 08	5 15	5 61	8 59	8 88	7 23	12 56	9 06	9 94
Oakland	5,191	5,942	4,036	4,206	8 52	6 71	7 50	10 83	9 48	10 14	33 39	15 04	24 03
Oceana	1,132	4,211	1,021	3,170	7 94	5 03	5 65	8 80	6 69	7 27	12 39	8 83	9 70
Ogemaw	950	1,855	689	1,299	4 92	4 69	4 77	6 79	6 70	6 73	13 17	10 58	11 44
Ontonagon	1,624	233	1,258	236	12 06	15 18	12 52	15 57	18 21	15 90	31 40	42 17	39 80
Osceola	1,883	4,245	1,655	2,923	8 15	4 70	5 76	9 21	6 79	7 71	12 27	9 87	10 74
Oscoda	.....	442	.....	325	.....	5 45	5 45	.....	10 50	10 50	.....	19 99	19 99
Otsego	769	1,156	695	754	7 35	7 12	7 21	8 13	10 93	9 59	11 67	14 93	13 37
Ottawa	7,684	5,985	5,861	3,999	6 09	4 13	5 23	7 98	6 18	7 25	19 77	8 48	15 19
Presque Isle	1,116	2,017	810	905	4 78	3 08	3 69	6 59	6 88	6 74	15 27	12 07	13 52
Roscommon	252	279	123	165	4 29	4 29	4 29	8 79	7 26	7 91	12 35	11 02	11 59
Saginaw	15,629	10,964	9,778	7,039	8 05	3 57	6 20	12 86	5 59	9 82	19 68	8 46	14 99
St. Clair	9,632	7,990	6,216	5,476	5 68	4 48	6 13	8 81	6 53	7 74	15 29	9 04	12 37
St. Joseph	2,875	3,120	2,349	2,387	10 66	7 37	8 81	13 09	9 63	11 35	18 39	12 70	15 52
Sanilac	3,276	8,763	2,521	6,661	5 28	3 84	4 23	6 86	5 03	5 54	13 27	6 98	8 71
Schoolcraft	1,245	970	1,141	827	9 95	8 83	9 46	10 86	10 35	10 65	16 23	15 52	15 98
Shiawassee	4,346	4,530	3,501	3,156	9 01	5 55	7 24	11 19	7 97	9 66	19 66	10 87	15 49
Tuscola	3,067	8,456	2,263	5,965	6 71	3 79	4 57	9 09	5 39	6 41	12 68	8 16	9 45
Van Buren	4,061	5,424	3,396	4,039	7 98	5 39	6 50	9 53	7 24	8 29	15 71	9 83	12 52
Washtenaw	6,633	5,396	4,585	3,603	11 19	6 08	8 90	16 18	9 11	13 07	32 64	11 39	23 30
Wayne	97,178	8,816	59,408	5,116	8 10	4 36	7 79	13 24	7 51	12 80	31 39	10 03	29 70
Wexford	2,670	2,559	2,400	1,972	8 56	6 50	7 55	9 53	8 44	14 03	13 17	15 11	14 04

TABLE IX.

Statistics of township and district libraries as reported by school inspectors for the year ending September 1, 1902.

Counties.	Number of townships using library money for general school purposes.	Number of townships forfeiting library money.	Number of townships maintaining libraries.	Number of volumes added to township libraries during the year.	Whole number of volumes in township libraries.	Amount of taxes voted for township libraries.	Amount of fines, etc., received from county treasurer for township libraries.	Amount paid for books and care of township libraries.	Amount of township library money on hand Sept. 1, 1902.	Number of districts maintaining libraries.	Number of volumes added to district libraries during the year.	Whole number of volumes in district libraries.	Amount paid for the support of district libraries.	Amount of fines, etc., received from county treasurer for district libraries.
Totals	168	647	392	8,642	156,046	$2,435 41	$19,577 16	$11,293 02	$16,712 20	4,130	65,733	859,513	$123,902 00	$135,992 22
Alcona	.....	8	3	.....	820	.....	$3 24	$30 00	$24 61	6	8	332	$80 11	$57 77
Alger	2	5	.....	.....	.....	.....	.....	.....	27 43	3	225	483	230 80	258 63
Allegan	9	9	6	453	2,959	.....	292 59	549 82	192 74	143	1,125	10,583	857 80	2,273 70
Alpena	2	4	1	.....	447	.....	22 81	10 00	54 19	4	108	4,075	739 16	369 24
Antrim	1	2	12	140	3,483	$100 00	71 30	247 50	310 03	18	369	2,276	74 57	428 26
Arenac	4	7	.....	.....	.....	.....	.....	.....	20 40	11	266	1,053	196 98	131 01
Baraga	.....	4	1	20	126	50 00	1,250 00	.....	66 44	3	.....	1,254	165 00	102 87
Barry	6	7	3	75	1,080	.....	9,080 00	110 36	43 33	92	489	6,089	376 27	915 06
Bay	1	6	8	444	3,570	.....	307 48	242 53	376 07	34	2,085	26,783	294 59	423 21
Benzie	.....	3	9	211	2,184	.....	205 44	240 35	259 24	26	589	3,265	313 31	289 11
Berrien	4	11	5	261	5,298	235 00	778 65	366 27	28 51	140	1,895	23,545	924 33	1,552 30
Branch	8	5	4	393	4,337	60 00	210 68	464 57	181 65	61	319	18,812	245 78	1,503 71
Calhoun	7	10	3	91	1,445	.....	54 18	128 90	64 34	106	1,399	25,998	1,829 65	2,009 56
Cass	5	7	3	2	1,213	.....	.....	16 75	96 38	63	311	6,026	239 61	492 50
Charlevoix	3	6	6	252	2,510	350 00	128 63	279 49	422 45	17	77	1,926	17 00	223 24
Cheboygan	2	10	4	124	688	25 00	125 71	92 71	130 20	28	865	5,952	645 84	861 63
Chippewa	5	5	3	.....	462	.....	.....	2 50	106 61	15	176	2,447	231 85	108 33
Clare	1	8	5	84	990	.....	.....	46 60	101 90	11	139	823	97 38	12 72
Clinton	4	6	6	171	2,047	50 00	141 18	106 04	165 01	89	744	6,081	760 48	1,142 89
Crawford	.....	2	3	.....	1,375	.....	76 26	127 71	55 78	8	4	603	59 35	40 34
Delta	2	7	3	25	628	.....	91 77	57 07	156 24	10	621	3,327	662 29	466 88
Dickinson	1	4	1	.....	237	.....	.....	.....	94 55	7	947	7,646	3,610 09	3,322 72
Eaton	4	5	7	180	5,793	.....	233 10	348 46	576 42	100	746	9,546	601 01	1,157 16
Emmet	.....	.....	15	119	2,667	50 00	371 22	194 24	731 99	31	93	2,648	174 05	454 02
Genesee	3	14	1	53	882	.....	45 83	39 45	6 43	119	1,198	10,080	1,650 42	2,706 00
Gladwin	.....	10	2	.....	555	.....	.....	17 00	3 17	14	217	826	95 58	126 95
Gogebic	.....	5	.....	.....	.....	.....	.....	.....	.....	6	620	6,475	158 52	663 20
Grand Traverse	.....	4	9	112	4,371	.....	13 30	220 34	98 81	33	144	3,556	104 69	237 93

Gratiot	1	16								120	904	11,941	948 67	1,318 91
Hillsdale	1	16	1	1	800		38 11	25 50	6 00	133	547	7,840	397 62	1,096 80
Houghton	1	10	3	100	2,913		518 98	204 26	480 78	16	1,179	14,521	2,317 29	3,148 09
Huron	2	15	9	422	2,981		215 50	382 13	362 73	79	600	5,969	268 36	433 82
Ingham	5	11					15 35		15 35	84	1,450	18,197	3,160 74	1,553 91
Ionia	6	10					12 30	166 00	9 75	107	708	7,218	964 25	1,142 42
Iosco		5	5		685			25 00	47 45	12	58	2,206	23 50	
Iron	3	5					11 04		312 89	4	600	3,250	473 22	792 56
Isabella	1	10	5	30	916		34 81	22 29	99 71	41	222	2,523	198 19	257 96
Jackson	4	15					30 06			124	641	9,790	417 53	1,639 84
Kalamazoo	6	8	2	81	1,215	150 00	62 45	113 22	49 14	87	2,100	37,538	4,325 86	2,026 92
Kalkaska	1	8	2	61	301		108 05	47 80	222 94	12	109	822	139 31	379 11
Kent	3	14	7	266	3,551	125 00	184 61	354 59	177 26	140	4,558	76,753	13,448 94	4,914 29
Keweenaw		3	2		550		201 79		481 39	3		1,070		727 91
Lake		3	8	165	2,197		15 50	186 00	151 95	13	218	1,633	98 53	87 75
Lapeer	1	14	3	85	1,178	25 00	12 22	70 26	24 43	99	1,128	9,066	337 07	895 76
Leelanau		2	9		2,448		428 40	145 11	563 30	19	130	853	12 39	362 82
Lenawee	2	15	5	20	1,553		30 97	89 77	77 27	124	2,196	31,660	3,389 57	1,824 26
Livingston	10	3	3		1,357		346 32	29 00	151 18	33	314	2,924	294 18	2,235 03
Luce	2	2							254 11	2	21	1,558	126 00	259 28
Mackinac	2	9							189 19	9	50	2,219	43 77	467 57
Macomb	3	7	4	13	914		83 48	90 00	390 64	57	536	12,806	1,782 54	2,804 74
Manistee	1	6	5		1,556	25 00	126 13	66 10	181 30	35	898	8,022	912 64	490 16
Marquette	2	11	3		1,537	100 00	23 64	120 00	869 05	14	423	7,992	1,278 62	1,066 46
Mason		4	9	97	3,737		85 10	270 47	212 00	30	515	6,583	335 32	460 24
Mecosta	1	11	4	174	1,581		119 61	213 93	73 00	60	683	8,483	200 49	450 51
Menominee	2	6	1		540	193 81		50 00	292 34	18	504	3,428	339 51	185 49
Midland	1	11	4		214		2 90	12 00	64	29	89	2,684	11 96	148 65
Missaukee		3	10	82	1,994		37 60	131 50	34 19	16	126	1,080	67 75	318 33
Monroe		6	9	69	2,495		125 42	100 27	153 28	96	925	10,221	1,034 55	2,806 03
Montcalm	1	10	8	9	2,668		346 18	92 60	546 69	51	752	6,358	484 53	1,321 24
Montmorency	1	3	2		442			13 00	44 32	2		319		44 32
Muskegon		3	13	211	5,187	50 00	222 20	413 33	406 93	28	93	2,380	1,619 01	410 48
Newaygo	2	7	13	52	3,253		69 14	178 96	263 51	73	842	4,706	105 04	207 08
Oakland	3	19	3	144	2,366		205 60	149 90	173 66	97	1,481	12,127	1,318 18	2,690 65
Oceana		1	15	658	7,660	152 50	207 50	631 03	507 08	38	321	2,810	69 25	416 73
Ogemaw	1	7	4	137	2,089	100 00	119 47	148 63	155 29	3	15	266		2 44
Ontonagon	1	8							55 65	2	25	397	60 50	61 85
Osceola	1	5	10	133	4,850		194 03	355 03	338 04	33	552	3,266	227 00	925 82
Oscoda		3								1		205		
Otsego		2	7	190	2,784		616 89	363 50	1,081 88	22	446	1,301	157 89	343 32
Ottawa	1	3	11	473	6,135		145 45	440 86	870 86	62	2,632	8,972	540 26	1,782 69
Presque Isle		11	1		19					10	44	645	76 77	204 19
Roscommon	1	4	3		650	50 00		55 00		1	2	3		
Saginaw	2	15	10	160	5,243		207 09	328 80	447 59	78	1,503	27,135	2,826 06	1,743 33

TABLE IX.—CONCLUDED.

Counties.	Number of township libraries using library money for General school purposes.	Number of township libraries forfeiting library money.	Number of town ships maintaining libraries.	Number of volumes added to township libraries during the year.	Whole number of volumes in township libraries.	Amount of taxes voted for township libraries.	Amount of fines, etc., received from county treasurer for township libraries.	Amount paid for books and care of township libraries.	Amount of township library money on hand Sept. 1, 1902.	Number of districts maintaining libraries.	Number of volumes added to district libraries during the year.	Whole number of volumes in district libraries.	Amount paid for the support of district libraries.	Amount of fines, etc. received from county treasurer for district libraries.
St. Clair	2	17	6	.....	2,349	.....	$158 48	$63 45	$274 49	130	2,417	20,272	$4,015 82	$2,093 82
St. Joseph	2	10	4	310	2,032	.....	.....	351 31	230 74	114	772	9,240	1,088 83	903 60
Ranilac	3	13	10	292	2,731	$375 00	70 51	210 42	136 47	45	369	2,934	144 62	498 81
Schoolcraft	3	4	1	.....	45	.....	.....	.....	.....	4	330	2,306	639 23	753 99
Shiawassee	1	14	1	50	580	25 00	57 46	46 00	91 69	97	1,194	7,260	1,233 74	2,048 00
Tuscola	5	9	9	209	2,560	.....	119 49	182 87	257 57	61	402	5,542	207 81	1,066 49
Van Buren	1	10	2	295	6,083	.....	107 27	556 92	482 61	115	1,171	10,320	831 85	1,210 88
Washtenaw	2	16	2	22	1,828	.....	72 10	58 16	114 15	97	2,093	21,559	2,596 06	1,706 44
Wayne	.....	16	4	6	2,884	.....	45 32	67 00	303 82	128	10,027	206,506	52,815 77	58,349 25
Wexford	.....	4	12	415	4,680	150 10	239 18	302 89	550 96	25	110	2,632	74 70	568 18

TABLE X.

Branches of instruction as reported by school inspectors for the year ending September 1, 1902.

Counties.	Number of districts in which instruction is given in—													
	Algebra.	Arithmetic.	Botany.	Civil Government.	General History.	Geography.	Geometry.	Grammar.	Orthography.	Penmanship.	Physics.	Physiology.	Reading.	U. S. History.
Totals.....	1,330	6,966	951	5,472	1,702	6,926	652	6,889	5,130	5,346	736	6,453	6,887	6,631
Alcona.....	6	28	3	21	8	25	.....	25	16	19	4	16	28	28
Alger.....	5	7	4	7	5	7	4	7	6	7	4	7	7	7
Allegan.....	37	180	15	163	32	176	8	174	107	144	12	168	179	176
Alpena.....	3	15	3	8	3	15	2	15	8	11	.....	13	15	12
Antrim.....	21	69	11	53	16	66	7	75	45	55	9	64	69	67
Arenac.....	12	37	11	29	18	35	7	37	25	31	3	37	37	35
Baraga.....	3	5	2	5	3	5	3	5	5	4	2	5	5	5
Barry.....	33	142	13	112	62	143	6	141	64	87	6	135	143	133
Bay.....	19	64	8	13	18	14	5	64	35	51	4	61	64	64
Benzie.....	12	50	6	39	17	47	5	50	27	28	6	45	49	42
Berrien.....	42	144	27	123	24	139	19	142	120	110	19	139	142	139
Branch.....	34	132	12	99	16	131	10	132	57	83	10	124	132	125
Calhoun.....	60	161	18	139	54	161	11	161	106	137	9	153	161	147
Cass.....	21	110	11	85	22	115	9	109	68	85	11	108	106	100
Charlevoix.....	14	64	11	54	13	64	5	59	43	57	5	63	64	57
Cheboygan.....	12	56	7	36	6	53	5	55	36	41	2	52	56	52
Chippewa.....	7	50	3	30	14	49	1	44	19	40	4	46	48	48
Clare.....	9	52	6	40	15	52	4	49	34	44	5	53	50	44
Clinton.....	20	125	16	114	28	126	6	128	58	109	9	124	122	128
Crawford.....	7	19	1	12	4	18	1	16	9	15	1	14	18	15
Delta.....	6	26	4	17	5	26	3	24	20	23	2	26	26	24
Dickinson.....	4	7	2	7	5	8	4	8	8	8	2	8	8	8
Eaton.....	26	145	16	112	27	145	8	145	81	102	12	136	141	138
Emmet.....	8	68	5	42	11	65	2	64	34	53	2	63	64	53
Genesee.....	53	153	14	19	37	150	14	153	81	120	16	152	154	151
Gladwin.....	14	35	5	31	15	36	8	36	25	31	4	36	36	36
Gogebic.....	6	8	3	7	8	8	2	8	7	8	2	8	8	8
Gd. Traverse....	10	63	9	43	9	60	1	62	44	11	5	58	59	61
Gratiot.....	121	129	17	108	24	132	13	132	92	100	15	117	130	136
Hillsdale.....	34	162	18	105	62	160	14	160	49	140	18	159	151	146
Houghton.....	23	32	15	25	20	32	12	32	24	27	12	31	31	31
Huron.....	46	117	26	106	49	116	19	113	84	89	22	115	114	114
Ingham.....	35	134	15	117	26	134	7	134	93	94	7	131	134	127
Ionia.....	22	137	17	101	27	137	11	132	48	90	17	127	132	126
Iosco.....	14	27	6	21	9	27	6	26	15	18	5	25	26	24
Iron.....	5	8	3	6	4	8	3	8	6	6	4	8	8	8
Isabella.....	19	98	8	84	26	97	4	98	68	78	4	94	96	91
Jackson.....	52	152	17	118	27	157	14	153	85	124	16	143	147	142
Kalamazoo.....	42	130	21	95	34	130	9	131	75	101	11	121	130	121
Kalkaska.....	12	48	3	41	10	49	1	49	28	38	2	49	49	49
Kent.....	62	202	33	186	57	192	16	200	149	151	23	186	189	186
Keweenaw.....	3	5	.....	5	4	5	1	5	5	5	1	5	5	5
Lake.....	8	37	4	26	11	38	2	36	26	22	3	36	38	34
Lapeer.....	32	132	17	117	41	128	17	126	72	101	21	122	129	129
Leelanau..... ..	10	57	5	45	13	57	4	54	38	43	3	57	57	53
Lenawee.....	65	196	17	167	39	188	16	191	128	166	13	189	194	190
Livingston.....	59	130	8	109	36	130	7	132	79	105	8	122	131	124
Luce.....	1	4	1	4	1	4	1	4	4	4	1	4	4	4

TABLE X.—CONCLUDED.

Counties.	Number of districts in which instruction is given in—													
	Algebra.	Arithmetic.	Botany.	Civil Government.	General History.	Geography.	Geometry.	Grammar.	Orthography.	Penmanship.	Physics.	Physiology.	Reading.	U. S. History.
Mackinac	4	16	2	12	6	16	3	16	13	16	3	16	16	16
Macomb	23	112	72	88	23	110	9	111	61	90	9	18	112	111
Manistee	13	56	7	44	14	55	5	54	41	45	8	49	56	48
Marquette	10	19	7	18	10	19	5	19	16	18	6	19	19	19
Mason	6	62	4	52	11	60	2	62	35	48	2	62	61	60
Mecosta	24	104	19	88	32	104	15	104	65	70	14	99	102	102
Menominee	10	35	10	25	9	35	6	35	21	22	6	33	34	34
Midland	17	70	9	57	19	117	5	64	39	55	4	66	69	67
Missaukee	17	53	8	36	13	52	6	51	34	35	14	49	50	50
Monroe	40	133	26	113	45	132	25	129	84	99	21	115	132	132
Montcalm	40	140	28	113	37	139	22	136	60	87	27	128	137	134
Montmorency	2	7	1	7	2	7	1	7	6	5	1	7	7	7
Muskegon	22	83	11	67	18	82	10	83	55	65	11	82	80	81
Newaygo	15	116	9	88	20	114	8	108	49	66	15	111	115	106
Oakland	72	205	24	128	36	205	17	198	78	154	18	186	199	189
Oceana	17	86	9	68	12	85	15	85	40	56	7	83	85	83
Ogemaw	4	39	5	16	8	37	4	39	23	32	4	35	39	32
Ontonagon	8	9	5	9	7	8	5	8	8	8	4	9	9	9
Osceola	14	91	8	79	18	88	9	88	66	73	8	75	78	82
Oscoda	4	13	1	9	6	13	2	12	8	12	1	13	13	11
Otsego	10	42	3	28	17	37	2	39	22	31	9	36	40	37
Ottawa	28	122	12	110	21	119	6	121	91	97	11	19	122	118
Presque Isle	6	29	5	18	13	29	1	25	20	20	5	25	29	28
Roscommon	7	13	3	8	4	13	2	12	11	12	2	13	13	10
Saginaw	42	157	12	133	40	156	14	151	98	138	15	155	152	146
St. Clair	25	154	9	120	22	152	9	149	71	132	10	148	151	147
St. Joseph	30	122	13	95	23	112	13	118	64	97	21	116	120	110
Sanilac	59	151	24	141	27	152	14	148	119	110	16	150	151	149
Schoolcraft	2	9	1	8	5	9	1	9	7	9	1	8	9	9
Shiawassee	21	118	13	98	32	115	10	114	61	81	11	114	114	109
Tuscola	41	151	20	135	38	148	18	148	87	96	24	140	145	139
Van Buren	29	152	14	130	20	158	9	151	92	119	13	145	149	144
Washtenaw	46	113	15	121	27	155	9	160	84	132	9	147	159	143
Wayne	42	154	31	107	39	156	22	154	88	142	21	151	156	151
Wexford	11	78	9	62	13	77	11	78	57	59	9	76	78	75

TABLE XI.

Private or parochial schools for the year ending September 1, 1902.

Counties.	No. of private schools.	No. of parochial schools.	No. of teachers.		Estimated number of pupils.	Counties.	No. of private schools.	No. of parochial schools.	No. of teachers.		Estimated number of pupils.
			Men.	Women.					Men.	Women.	
Totals	133	291	388	840	51,931	Kent	6	16	26	89	4,403
						Keweenaw					
						Lake					
Alcona						Lapeer					
Alger						Leelanau	1	4	4	5	400
Allegan	1	3	2	2	115	Lenawee	2	7	9	6	550
Alpena											
Antrim						Livingston					
						Luce					
Arenac						Mackinac		1		3	75
Baraga						Macomb	2	14	14	10	1,262
Barry	1			1	6	Manistee	1	8	8	17	1,526
Bay	11	17	11	63	4,060	Marquette		4	1	17	1,250
Benzie											
						Mason	1	4	3	5	350
Berrien	3	4	9	15	716	Mecosta	3	5	16	18	2,145
Branch	1	1		5	191	Menominee	1	3	1	13	695
Calhoun	2	4	1	16	548	Midland					
Cass						Missaukee					
Charlevoix						Monroe	5	15	10	28	1,005
Cheboygan		4	1	8	356	Montcalm	1	2	4	2	114
Chippewa	1	2		7	400	Montmorency		1	1		30
Clare	1			1	4	Muskegon	1	8	1		1,020
Clinton	1	4	1	10	523	Newaygo					
Crawford						Oakland	1	1		7	210
Delta		2		12	590	Oceana	5	1	2	4	279
Dickinson		1		4	210	Ogemaw					
Eaton	1		1		17	Ontonagon					
Emmet	1	2	1	5	205	Osceola		2	2		100
Genesee	4	1	2	10	290	Oscoda					
Gladwin						Otsego		2	1	3	80
Gogebic		1		12	500	Ottawa	2	4	6	17	289
Grand Traverse	1	1			350	Presque Isle		4	3	1	95
Gratiot	1			1	12	Roscommon					
Hillsdale	2	3	3	2	140	Saginaw	5	28	65	35	2,406
Houghton	2	10	11	53	2,750	St. Clair	9	15	13	24	1,252
Huron	1	9	8	5	821	St. Joseph	1	2	3	1	200
Ingham		4	2	6	400	Sanilac	1	2	3		80
Ionia	2	3	2	5	218	Schoolcraft		1		4	200
Iosco		2	2		120	Shiawassee		1		1	12
Iron						Tuscola	3	3	7	3	354
Isabella		2	7	10	320	Van Buren		1	1		30
Jackson		2	4	2	108	Washtenaw	6	5	10	15	825
Kalamazoo	3	2	2	8	425	Wayne	36	43	104	249	16,289
Kalkaska						Wexford					

TABLE XII.

Examination and certification of teachers as reported by the county commissioner for the year ending June 30, 1902.

Counties.	Number of public examinations held.	Number of applicants for regular certificates.	Number of applicants for special certificates.	Number of applicants receiving certificates.					Number licensed without experience in teaching.	Number of applicants having received normal school instruction.	Number of applicants having attended institute during the year.	Number of teachers having state certificates.	Number of teachers holding state normal college certificates.	Number of teachers holding central normal school certificates.	Number of teachers holding northern normal school certificates.	Number holding certificates issued by county board of examiners.	Number holding certificates issued by city board of education.	Number of legally qualified teachers in the county, including city teachers.	Number of certificates suspended.	Number of certificates annulled.	Number of districts hiring teachers by the year.	Number of new teachers added to teaching force each year.
				County first grade.	Indorsed first grade.	Second grade.	Third grade.	Special.														
Totals	321	11,533	1,094	65	67	2,003	4,257	905	1,942	607	3,687	527	798	373	19	9,649	2,980	15,409	2	3	4,547	2,032
Alcona	3	37	3	.....	.....	6	13	3	5	.....	12	7	.....	.....	.....	43	.....	43	.....	.....	1	* 10
Alger	4	20	7	.....	.....	9	4	4	1	6	8	1	4	1	1	24	.....	30	.....	.....	26	* 6
Allegan	4	243	44	1	2	40	99	39	32	2	76	14	15	4	.....	270	.....	298	.....	.....	144	* 40
Alpena	3	128	4	.....	1	14	31	1	9	3	38	.....	.....	.....	.....	42	40	84	.....	.....	.....	12
Antrim	4	73	29	2	1	11	21	19	8	7	20	6	18	2	.....	82	.....	126	.....	.....	15	22
Arenac	4	64	5	1	3	19	13	5	5	2	34	1	1	.....	.....	60	.....	65	1	.....	45	39
Baraga	3	18	8	.....	.....	5	8	5	3	6	13	3	1	1	.....	23	.....	28	.....	.....	5	8
Barry	4	224	* 30	1	1	37	83	17	37	2	95	* 10	11	1	.....	211	4	237	.....	.....	88	40
Bay	4	96	3	.....	2	20	35	3	17	.....	34	1	.....	8	.....	92	*180	280	.....	.....	67	14
Benzie	2	58	7	1	.....	20	23	6	10	.....	42	.....	10	4	.....	44	.....	93	.....	.....	10	* 15
Berrien	4	276	13	.....	3	44	90	13	68	27	92	11	12	1	.....	192	.....	298	.....	1	*120	* 75
Branch	4	225	20	.....	.....	25	55	18	17	8	.....	4	19	1	.....	109	10	160	.....	.....	* 60	* 20
Calhoun	4	286	25	2	1	52	103	22	49	6	46	.....	4	.....	.....	259	*108	* 279	.....	.....	129	* 40
Cass	4	160	26	.....	.....	27	57	26	21	6	43	22	12	2	.....	201	13	242	.....	.....	* 79	* 21
Charlevoix	4	122	21	1	1	29	32	19	8	5	35	1	7	13	.....	93	.....	117	.....	.....	29	* 20
Cheboygan	4	76	16	.....	.....	10	32	11	10	.....	23	9	6	5	.....	83	16	119	.....	.....	44	20
Chippewa	4	71	8	.....	1	22	37	7	12	11	.....	4	26	3	1	62	18	110	.....	.....	48	12
Clare	4	83	6	.....	.....	18	31	6	13	7	38	5	2	3	.....	83	.....	94	.....	.....	19	* 10
Clinton	4	149	25	.....	1	18	69	19	25	8	60	.....	6	3	.....	175	.....	184	.....	.....	* 40	* 25
Crawford	3	2	9	.....	.....	4	7	9	4	3	7	1	2	3	.....	22	.....	35	.....	.....	3	16
Delta	4	84	4	.....	.....	16	32	3	15	16	27	26	6	2	2	73	6	120	.....	.....	* 25	* 20
Dickinson	2	21	10	.....	.....	2	14	8	2	10	16	.....	1	1	3	16	42	92	.....	.....	6	13
Eaton	4	181	14	.....	.....	31	80	13	35	.....	100	25	9	5	.....	124	19	221	.....	.....	100	50
Emmet	4	129	11	.....	1	20	42	8	22	3	51	2	20	4	.....	88	12	124	.....	.....	* 12	.....
Genesee	4	201	30	4	2	41	96	24	39	7	41	* 19	* 26	* 16	.....	249	* 12	322	.....	.....	117	48
Gladwin	2	68	7	1	1	9	19	7	5	4	22	2	1	5	.....	40	.....	46	.....	.....	14	8
Gogebic	2	19	.....	.....	.....	2	14	.....	4	2	8	3	1	.....	1	17	84	105	.....	.....	7	* 5

Grand Traverse	4	77	5	1	.....	23	14	5	4	2	24	.....	.....	3	.....	97	50	147	.....	.....	* 55	*	20
Gratiot	4	198	35	1	.....	34	53	17	17	8	38	9	9	20	.....	163	12	213	.....	.....	78		25
Hillsdale	4	279	12	.....	2	59	100	12	50	20	80	4	24	.....	.....	270	10	325	.....	.....	100		50
Houghton	4	185	50	5	.....	45	99	54	25	33	149	10	47	2	2	149	90	305	.....	.....	26		20
Huron	3	200	3	.....	2	26	49	3	17	3	36	4	12	9	.....	175	.....	200	.....	.....	114		17
Ingham	4	172	6	3	1	27	79	6	33	7	40	4	15	.....	.....	220	75	304	.....	.....	39	*	35
Ionia	4	283	25	1	.....	42	86	19	45	20	.....	30	12	15	.....	115	32	236	1	1	* 75	*	75
Iosco	4	71	4	.....	1	8	39	4	15	4	40	1	2	1	.....	56	.....	63	.....	.....	10		18
Iron	4	44	12	.....	.....	4	16	9	3	4	23	17	10	1	1	41	.....	61	.....	.....	7	*	15
Isabella	4	65	6	.....	.....	17	38	1	21	10	25	1	3	60	.....	75	6	221	.....	.....	* 55	*	35
Jackson	4	316	12	1	.....	44	104	12	41	3	81	.....	15	.....	.....	236	90	341	.....	.....	*100		48
Kalamazoo	4	227	8	.....	.....	42	77	6	25	6	68	13	64	2	1	189	* 80	342	.....	.....	115		25
Kalkaska	4	107	* 18	.....	2	11	25	12	12	1	32	8	2	3	.....	36	.....	66	.....	.....	* 15	*	18
Kent	4	357	6	1	2	29	121	6	*178	8	.....	2	4	.....	.....	153	.....	648	.....	.....	*150		75
Keweenaw	1	4	.....	.....	.....	.....	2	.....	1	1	1	.....	2	.....	.....	11	.....	13	.....	.....	10	.....	
Lake	4	51	7	.....	1	22	20	7	20	.....	24	1	.....	.....	.....	50	.....	50	.....	.....	10	.....	
Lapeer	3	161	18	.....	.....	52	60	15	42	5	157	3	15	.....	.....	148	18	186	.....	.....	125		30
Leelanau	4	75	9	.....	1	14	33	11	16	2	21	4	1	2	.....	78	.....	83	.....	.....	.....		4
Lenawee	4	273	35	.....	1	55	135	33	53	8	105	14	12	1	.....	267	58	352	.....	.....	*125		55
Livingston	4	194	3	.....	.....	25	78	3	31	23	103	3	35	.....	.....	298	.....	328	.....	.....	68		49
Luce	4	25	5	.....	.....	6	5	5	2	4	4	4	3	.....	.....	28	.....	32	.....	.....	5		2
Mackinac	3	41	18	.....	.....	6	31	16	10	5	26	10	3	.....	.....	55	.....	62	.....	.....	* 25	*	10
Macomb	4	295	10	3	1	34	32	10	16	.....	29	3	14	.....	.....	141	28	183	.....	.....	112		25
Manistee	2	81	9	.....	.....	11	38	6	12	.....	22	2	.....	6	.....	94	68	166	.....	.....	* 15		10
Marquette	3	42	9	3	.....	11	20	9	7	27	40	.....	12	.....	5	38	135	210	.....	.....	19		5
Mason	4	118	1	.....	.....	15	49	1	12	3	48	6	.....	2	.....	86	44	135	.....	.....	* 45		25
Mecosta	4	242	2	.....	7	36	61	2	29	.....	89	.....	.....	1	.....	124	* 26	* 150	.....	.....	* 40		10
Menominee	3	104	10	2	.....	17	50	7	23	6	54	4	.....	.....	.....	102	62	168	.....	.....	34		23
Midland	4	124	6	.....	1	19	34	6	14	12	42	15	3	9	.....	79	5	96	.....	.....	* 47	*	20
Missaukee	4	108	16	1	1	18	20	6	10	14	30	2	1	6	.....	72	.....	82	.....	.....	48		6
Monroe	4	164	10	.....	.....	46	71	7	13	17	83	.....	8	.....	.....	210	11	239	.....	.....	110	*	25
Montcalm	4	207	8	.....	3	23	82	8	39	10	43	13	2	7	.....	187	21	262	.....	.....	26		39
Montmorency	4	33	1	.....	.....	7	9	1	6	.....	10	11	2	9	.....	16	.....	27	.....	.....	7		10
Muskegon	4	143	20	3	5	26	74	14	45	3	58	3	2	1	.....	106	112	226	.....	.....	* 40	*	45
Newaygo	4	140	* 40	.....	.....	11	57	25	23	4	30	.....	8	.....	.....	121	.....	132	.....	.....	* 50	*	25
Oakland	4	260	30	3	4	42	140	26	50	20	99	8	29	4	.....	290	12	348	.....	.....	200		63
Oceana	4	184	8	2	1	24	46	5	21	4	61	3	7	2	.....	117	.....	146	.....	.....	* 70		27
Ogemaw	4	47	6	.....	.....	19	20	6	9	.....	33	.....	.....	.....	.....	43	.....	48	.....	.....	20		8
Ontonagon	4	54	6	2	.....	8	32	5	15	4	29	2	3	.....	.....	42	.....	47	.....	.....	31		10
Osceola	4	147	20	.....	1	17	48	10	22	7	52	3	16	11	.....	78	.....	117	.....	.....	20		22
Oscoda	4	16	4	1	1	4	9	4	3	.....	11	.....	.....	.....	.....	19	.....	19	.....	.....	10	.....	
Otsego	4	64	8	.....	.....	4	23	8	9	3	23	2	7	6	.....	52	.....	67	.....	.....	6		15
Ottawa	4	197	15	5	.....	33	70	7	45	6	10	17	5	.....	.....	205	64	269	.....	.....	97		23
Presque Isle	3	30	8	.....	3	1	10	8	1	6	18	2	3	2	.....	22	5	45	.....	.....	3		2
Roscommon	4	12	3	.....	.....	1	7	3	2	.....	4	.....	1	.....	.....	12	.....	16	.....	.....	1	.....	

* Estimated.

TABLE XII.—CONTINUED.

Counties.	Number of public examinations held.	Number of applicants for regular certificates.	Number of applicants for special certificates.	Number of applicants receiving certificates.					Number licensed without experience in teaching.	Number of applicants having received normal school instruction.	Number of applicants having attended institute during the year.	Number of teachers having state certificates.	Number of teachers holding state normal college certificates.	Number of teachers holding central normal school certificates.	Number of teachers holding northern normal school certificates	Number holding certificates issued by county board of examiners.	Number holding certificates issued by city board of education.	Number of legally qualified teachers in the county, including city teachers.	Number of certificates suspended.	Number of certificates annulled.	Number of districts hiring teachers by the year.	Number of new teachers added to teaching force each year.
				County first grade.	Indorsed first grade.	Second grade.	Third grade.	Special.														
Saginaw	4	211	20	3	1	39	76	20	22	11	33	6	5	5	.....	234	223	473	.....	.....	*100	* * 25
St. Clair	4	240	16	.....	.....	37	85	16	28	12	37	11	13	6	.....	197	75	302	.....	.....	125	* * 35
St. Joseph	4	249	28	2	.....	42	95	20	48	5	37	2	8	1	.....	221	25	256	.....	.....	97	* * 45
Sanilac	4	240	.....	.....	1	26	72	14	22	1	30	16	9	5	.....	21	.....	237	.....	.....	*140	* * * 20
Schoolcraft	4	16	6	.....	1	4	9	7	1	6	9	3	2	.....	1	.....	1	42	.....	.....	6	* 2
Shiawassee	4	187	35	.....	.....	40	69	25	35	20	98	16	10	6	1	125	39	195	.....	.....	25	35
Tuscola	4	188	24	3	2	33	71	24	26	8	90	7	1	2	.....	115	.....	* 188	.....	.....	* 80	26
Van Buren	4	270	11	.....	.....	57	120	7	58	14	94	12	9	1	.....	267	.....	289	.....	1	114	* * * 55
Washtenaw	4	189	7	1	.....	46	95	5	50	29	69	1	41	.....	.....	226	* 91	356	.....	.....	*100	* 50
Wayne	4	220	12	3	.....	50	83	9	34	24	62	35	76	2	.....	178	775	1,195	.....	.....	137	32
Wexford	4	192	4	.....	.....	10	76	4	50	.....	.....	3	.....	5	.....	127	33	168	.....	.....	12	25

* Estimated.

TABLE XIII.

Miscellaneous statistics as reported by the county commissioner of schools for the year ending June 30, 1902.

Counties.	Number of meetings of county teachers' associations.	Number of other teachers' meetings.	Number of days devoted to meetings of county board.	Amount allowed by board of supervisors for stationery, etc.	Amount of compensation received by members of the board other than the commissioner.	Salary of the commissioner.	Amount of institute fees collected.	Number of districts visited by the commissioner during the year.	Number of visits made by commissioner and assistant visitor during the year.	Number of districts in which the compulsory attendance law is enforced.
Totals	173	555	9,275	$10,911 86	$18,163 25	$70,775 00	$9,614 87	7,277	11,009	3,475
Alcona	2	....	9	$25 00	$68 00	$200 00	$21 00	25	30	26
Alger	1	....	12	200 00	96 00	300 00	20 00	26	27	7
Allegan	4	....	15	200 00	304 00	1,200 00	184 00	184	210	* 150
Alpena	....	....	32	150 00	256 00	550 00	48 50	45	65	.....
Antrim	2	....	4	200 00	134 00	1,000 00	61 50	70	121	* 50
Arenac	1	....	12.5	41 61	100 00	350 00	46 50	26	45	.....
Baraga	1	....	3	6 50	120 00	500 00	20 00	18	38	18
Barry	1	5	12	162 72	288 00	1,200 00	109 00	143	187	130
Bay	3	5	6	300 00	176 00	1,000 00	166 00	69	150	45
Benzie	....	1	6	35 00	102 00	500 00	42 50	49	90	30
Berrien	1	16	14	200 00	300 00	1,200 00	301 50	144	210	144
Branch	3	....	4	85 52	261 75	1,200 00	135 00	126	196	.....
Calhoun	3	76	9	200 00	264 00	1,200 00	214 00	164	338	* 80
Cass	2	....	4	97 25	513 00	1,000 00	144 00	109	174	110
Charlevoix	3	....	4	* 100 00	* 125 00	600 00	85 50	64	80	* 25
Cheboygan	3	....	14	122 12	246 00	750 00	76 00	63	92	.....
Chippewa	5	20	9	400 00	200 00	800 00	56 50	74	110	4
Clare	1	1	12	20 70	96 00	500 00	59 50	54	60	2
Clinton	4	....	6	200 00	232 00	1,200 00	98 00	129	180	* 129
Crawford	....	....	3	* 15 00	26 00	200 00	10 00	9	39	1
Delta	....	1	14	23 48	196 00	800 00	64 87	52	75	40
Dickinson	....	1	4	45 00	16 00	900 00	54 50	6	* 200	6
Eaton	1	....	4	200 00	253 00	1,200 00	170 50	137	220	137
Emmet	2	....	5	86 00	196 00	600 00	85 00	68	85	72
Genesee	2	6	17	150 48	400 00	1,200 00	197 00	151	179	* 100
Gladwin	2	....	4	38 45	156 00	300 00	40 00	34	45	* 6
Gogebic	1	....	2	25 00	48 00	450 00	54 50	5	21	.....
Grand Traverse	1	5	4	50 00	238 00	600 00	88 00	66	140	.....
Gratiot	2	5	4	* 160 00	345 00	1,200 00	160 00	133	250	* 75
Hillsdale	3	24	4	260 00	200 00	1,200 00	292 50	163	200	164
Houghton	....	1	4	75 00	176 00	800 00	199 50	28	36	6
Huron	5	....	3	200 00	224 00	1,100 00	165 50	114	120	* 10
Ingham	2	4	31.5	152 00	244 00	1,350 00	195 50	136	152	.....
Ionia	3	5	27	200 00	289 00	1,200 00	182 50	141	215	12
Iosco	1	....	6	50 00	128 00	250 00	35 00	21	24	* 6
Iron	1	....	3	74 70	* 45 00	600 00	32 00	28	35	7
Isabella	1	....	38	164 89	152 00	1,000 00	110 00	106	112	* 50
Jackson	1	9	9	* 200 00	* 310 00	1,200 00	224 50	146	194	few
Kalamazoo	2	20	6	200 00	556 00	1,200 00	254 00	137	240	.....
Kalkaska	2	1	13	135 95	105 00	500 00	77 00	49	91	.....
Kent	6	4	52	200 00	912 00	1,500 00	313 00	206	248	few

* Estimated.

TABLE XIII.—CONCLUDED.

Counties.	Number of meetings of county teachers' associations.	Number of other teachers' meetings.	Number of days devoted to meetings of county board.	Amount allowed by board of supervisors for stationery, etc.	Amount of compensation received by members of the board other than the commissioner.	Salary of the commissioner.	Amount of institute fees collected.	Number of districts visited by the commissioner during the year.	Number of visits made by commissioner and assistant visitor during the year.	Number of districts in which the compulsory attendance law is enforced.
Keweenaw	....	1	2	$17 74	* $8 00	$125 00	$10 50	10	10	.....
Lake	....	....	24	* 100 00	192 00	400 00	41 00	42	105	none
Lapeer	2	30	12	125 79	150 00	1,200 00	153 50	134	214	126
Leelanau	6	4	4	23 50	160 00	600 00	51 50	59	138	59
Lenawee	3	48	8	153 43	312 00	1,200 00	253 50	157	157	* 180
Livingston	2	....	12	54 54	220 00	1,200 00	186 00	135	170	120
Luce	2	1	12	17 00	35 00	200 00	17 50	12	14	2
Mackinac	....	....	12	* 30 00	120 60	500 00	30 00	32	32	.....
Macomb	1	....	14	* 60 00	240 00	1,100 00	145 00	114	120	4
Manistee	2	1	2	200 00	146 00	608 00	80 50	59	115	.....
Marquette	....	5	3	204 08	102 00	1500 00	120 00	47	141	7
Mason	2	16	4	109 00	221 50	600 00	64 50	65	115	* 40
Mecosta	2	6	12	200 00	240 00	1,000 00	139 00	104	224	104
Menominee	....	3	9	65 82	62 00	1,200 00	112 50	34	137	.....
Midland	1	1	4	125 00	.....	500 00	67 00	69	121	.....
Missaukee	2	2	11	* 60 00	88 00	650 00	46 00	54	60	* 20
Monroe	4	16	4	290 00	296 00	1,200 00	137 50	134	160	* 100
Montcalm	2	5	12	200 00	332 00	1,200 00	117 00	139	210	* 75
Montmorency	...	7	13	25 00	128 00	300 00	26 00	30	60	.....
Muskegon	5	3	42.5	102 50	348 00	1,200 00	111 00	93	130	42
Newaygo	4	....	10	90 58	336 00	1,000 00	82 00	107	140	.....
Oakland	3	....	7	275 00	332 00	1,200 00	227 00	206	230	* 150
Oceana	3	*28	14	180 13	264 00	750 00	82 50	87	125	75
Ogemaw	1	....	10	.....	80 00	300 00	54 00	41	45	.....
Ontonagon	3	....	12	19 50	96 00	400 00	39 00	44	57	* 37
Osceola	....	3	4	200 00	206 00	1,000 00	124 00	91	140	.....
Oscoda	....	....	11	60 00	88 00	200 00	* 15 50	16	20	2
Otsego	2	1	12	* 75 00	174 00	500 00	44 00	39	66	8
Ottawa	17	....	30	140 45	240 00	1,000 00	201 00	120	172	.....
Presque Isle	6	2	12	100 00	120 00	500 00	31 50	40	80	35
Roscommon	....	....	12	10 00	96 00	200 00	7 00	9	.....	.....
Saginaw	3	50	26	200 00	600 00	1,200 00	104 00	155	207	* 100
St. Clair	2	....	12	200 00	360 00	1,500 00	228 00	151	250	* 75
St. Joseph	1	....	4	187 00	300 00	1,200 00	134 50	123	* 258	* 75
Sanilac	2	5	16	200 00	384 00	1,200 00	187 50	152	190	.....
Schoolcraft	....	4	4	73 35	64 00	500 00	18 50	25	72	8
Shiawassee	2	3	4	200 00	240 00	1,200 00	178 00	123	150	* 30
Tuscola	1	72	4	190 00	216 00	1,200 00	164 00	148	158	2
Van Buren	1	16	4	167 96	322 00	1,200 00	198 50	153	211	* 112
Washtenaw	2	....	36	350 00	288 00	1,200 00	158 50	165	185	* 150
Wayne	3	....	16	257 12	600 00	1,500 00	697 50	153	310	20
Wexford	3	12	6	200 00	240 00	750 00	131 00	78	98	* 75

* Estimated.

TABLE XIV.

Condition of schools and school houses as reported by the county commissioners of schools for the year ending June 30, 1902.

Counties.	Number of schools supplied with dictionaries.	Number of schools supplied with maps.	Number of schools supplied with globes.	Number of school houses properly heated and ventilated.	Number of schools having uniform text-books in each branch.	Number of schools having a prescribed course of study.	Number of schools properly classified.	Number of schools in which physiology, etc., is taught.	Number of districts that have adopted text-books in physiology.	Number of districts that have taught communicable diseases according to law.	Number of townships organized as township districts.	Number of graded schools in county.	Number of districts furnishing free text-books.	Number of pupils in 8th grade exclusive of graded schools.	Number of 8th grade diplomas granted
Totals.....	6,600	6,385	5,821	2,959	6,257	3,200	6,354	7,337	6,472	5,460	122	593	745	11,646	4513
Alcona.....	30	30	30	20	25	1	20	30	26	26	3	2	5	* 125	10
Alger.....	26	23	23	2	26	.....	26	26	26	26	7	....	26	6	4
Allegan'.....	184	174	170	169	164	60	176	90	184	60	....	12	9	345	97
Alpena.....	36	30	28	.....	* 40	.....	50	51	.....	50	5	....	....	18	....
Antrim.....	72	70	70	* 50	67	6	50	65	* 50	45	....	5	* 20	75	15
Arenac.....	37	36	32	34	34	6	34	39	39	39	....	7	7	39	60
Baraga.....	18	18	18	18	18	2	18	18	18	18	5	2	5	5	1
Barry.....	137	129	107	125	130	145	130	145	145	145	....	5	2	* 250	133
Bay.....	63	62	66	12	67	2	59	69	61	69	1	2	17	153	103
Benzie.....	40	40	38	* 10	49	* 49	49	49	49	* 40	....	7	6	60	10
Berrien.....	140	* 130	* 125	5	144	144	* 100	144	144	144	....	24	5	* 600	132
Branch.....	80	65	75	* 30	* 70	6	* 100	125	125	25	....	7	....	160	18
Calhoun.....	164	148	140	* 80	* 150	* 15	* 150	* 164	* 164	* 164	....	8	8	* 200	106
Cass.....	108	97	92	* 80	75	* 100	110	110	110	110	....	5	....	221	45
Charlevoix.....	66	66	64	6	63	4	65	68	68	68	....	4	17	56	18
Cheboygan.....	61	62	48	50	59	10	62	63	60	.....	3	6	21	24	19
Chippewa.....	52	69	48	55	36	20	40	80	80	65	6	4	11	60	23
Clare.....	39	45	36	4	55	.....	55	55	55	55	....	3	19	28	16
Clinton.....	* 125	* 100	* 50	* 75	* 75	129	129	129	129	* 129	....	6	....	* 250	87
Crawford.....	15	17	12	21	17	1	16	21	* 10	21	1	1	8	5	....
Delta.....	* 30	* 46	* 28	43	50	2	48	54	54	52	6	9	2	* 45	17
Dickinson.....	15	20	15	13	25	26	26	26	21	22	6	....	6	31	21
Eaton.....	120	120	100	.....	137	137	137	137	137	137	....	11	5	150	80
Emmet.....	65	60	36	12	72	6	.....	72	.....	.....	....	5	12	* 50	10
Genesee.....	* 140	* 150	* 135	* 15	* 150	* 10	* 150	* 150	* 100	* 100	....	11	2	* 150	96
Gladwin.....	30	28	30	* 15	25	3	* 25	* 30	* 24	* 20	2	3	* 4	45	19
Gogebic.....	21	21	20	8	21	1	15	21	5	* 5	5	2	5	* 10	3
G'd Traverse.....	63	62	64	10	66	7	60	66	66	66	1	8	12	98	82
Gratiot.....	122	93	104	5	120	133	* 120	133	133	.....	....	12	3	* 400	76
Hillsdale.....	150	140	100	* 100	* 130	* 100	* 140	164	* 140	164	....	16	....	200	87
Houghton.....	27	27	27	34	18	10	27	25	18	24	1	9	10	30	....
Huron.....	90	91	95	10	100	* 114	114	* 114	* 105	* 95	....	15	23	160	54
Ingham.....	117	96	88	3	76	10	24	136	136	136	....	9	....	* 200	74
Ionia.....	130	125	125	.....	130	* 100	85	148	* 125	* 100	....	11	* 1	340	61
Iosco.....	21	20	23	5	15	5	13	23	23	23	1	5	7	.....	8
Iron.....	26	26	22	24	24	3	19	27	8	8	8	3	7	* 30	....
Isabella.....	* 95	* 80	* 100	* 80	* 75	* 40	* 75	.....	* 90	.....	....	2	....	* 150	100
Jackson.....	102	91	70	110	130	82	141	147	142	130	....	8	....	* 150	86
Kalamazoo.....	127	125	100	17	110	138	137	137	137	* 100	....	11	4	240	131
Kalkaska.....	* 47	* 40	46	1	* 40	* 3	* 45	49	* 3	* 40	....	2	*35	* 80	....
Kent.....	139	145	140	103	91	9	153	206	206	206	....	9	....	478	324

* Estimated.

TABLE XIV.—CONCLUDED.

Counties.	Number of schools supplied with dictionaries.	Number of schools supplied with maps.	Number of schools supplied with globes.	Number of school houses properly heated and ventilated.	Number of schools having uniform text-books in each branch.	Number of schools having a prescribed course of study.	Number of schools properly classified.	Number of schools in which physiology, etc., is taught.	Number of districts that have adopted text-books in physiology.	Number of districts that have taught communicable diseases according to law.	Number of townships organized as township districts.	Number of graded schools in county.	Number of districts furnishing free text-books.	Number of pupils in 8th grade exclusive of graded schools.	Number of 8th grade diplomas granted.
Keweenaw	10	10	10	10	10	.....	10	10	10	10	3	.....	.....	11	* 6
Lake	40	40	40	* 35	21	3	45	42	42	* 40	....	3	5	14	12
Lapeer	96	100	* 90	* * 75	126	17	86	134	134	134	....	5	1	* 215	121
Leelanau	56	54	37	* 11	58	7	* 40	59	59	59	....	4	7	41	26
Lenawee	187	184	172	100	190	* 60	188	194	194	* 130	....	17	3	* 400	81
Livingston	101	113	81	112	* 97	135	135	135	135	* 50	....	4	....	141	65
Luce	12	12	12	1	10	2	8	8	4	* 2	4	2	14	1	.....
Mackinac	* 20	* 25	* 20	* 20	* 40	* 3	* 25	* 45	* 48	.....	11	4	8	20	2
Macomb	66	70	57	.....	90	22	90	114	114	114	....	11	1	51	17
Manistee	49	53	42	55	50	6	55	59	.....	.....	....	7	5	100	55
Marquette	47	47	20	25	47	6	47	47	19	19	16	7	16	15	7
Mason	60	64	64	2	60	60	60	64	64	.....	....	2	23	124	72
Mecosta	* 100	* 100	* 100	1	104	* 20	104	104	104	104	....	7	14	120	94
Menominee	34	34	60	.....	34	34	.....	34	34	34	5	.....	.....	71	19
Midland	* 65	70	* 62	4	70	2	70	70	70	* 40	....	5	* 7	160	73
Missaukee	50	60	52	.....	48	.....	* 40	60	.....	.....	....	4	42	* 84	26
Monroe	120	128	110	* 120	130	10	128	134	* 130	* 100	....	3	1	325	150
Montcalm	130	139	108	50	128	95	95	139	125	139	....	13	7	* 420	93
Montmorency	26	25	26	10	25	5	20	* 30	30	* 30	5	2	25	41	16
Muskegon	80	73	72	26	73	20	48	65	61	25	....	8	15	116	65
Newaygo	* 95	* 90	* 90	.....	* 100	.....	.....	118	.....	.....	....	4	.....	.....	14
Oakland	207	190	164	165	200	207	190	207	207	207	....	20	....	225	105
Oceana	86	67	85	4	85	7	86	87	* 75	87	....	4	4	* 250	43
Ogemaw	39	40	32	.....	.....	2	41	44	44	.....	1	2	5	* 15	3
Ontonagon	41	35	32	26	* 30	35	* 20	46	46	46	8	7	3	* 55	16
Osceola	90	91	87	2	86	7	91	91	91	91	....	6	20	95	67
Oscoda	15	16	14	17	12	.....	14	18	14	16	1	....	3	23	1
Otsego	41	39	40	3	35	41	41	41	41	41	....	2	17	35	5
Ottawa	120	120	115	90	120	91	107	117	35	121	....	27	18	421	70
Presque Isle	40	38	37	35	39	3	39	40	40	40	2	3	20	50	....
Roscommon	8	* 7	* 7	.....	9	1	7	12	12	12	....	1	3	6	1
Saginaw	140	138	142	* 10	153	* 12	* 151	155	155	155	....	20	33	* 450	151
St. Clair	126	130	131	* 100	* 100	25	* 153	153	* 150	* 50	....	9	9	180	46
St. Joseph	123	123	91	* 50	* 100	* 12	* 99	123	.....	123	....	10	2	378	43
Sanilac	150	140	130	1	* 120	6	* 80	152	152	152	....	27	3	.....	180
Schoolcraft	18	22	15	20	22	22	18	22	.....	18	5	....	5	12	4
Shiawassee	110	92	65	14	120	11	118	123	* 115	* 110	....	9	1	* 350	69
Tuscola	124	102	113	60	137	149	86	149	149	149	....	12	6	* 300	144
Van Buren	138	136	136	126	78	153	* 120	153	153	153	....	16	3	251	84
Washtenaw	144	133	121	* 25	101	167	* 150	167	167	* 100	....	8	*15	* 225	126
Wayne	147	141	129	22	152	25	278	288	155	155	....	19	7	179	93
Wexford	77	78	75	78	78	78	78	78	78	77	....	5	48	.....	22

* Estimated.

TABLE XV.

Showing the extent to which physiology was taught in the schools of the State during the year ending September 1, 1902, as compiled from directors' reports.

Counties.	Number of districts in county.	Number of districts reporting physiology taught.	Number of districts reporting physiology not taught.	Number of districts not reporting.	Counties.	Number of districts in county.	Number of districts reporting physiology taught.	Number of districts reporting physiology not taught.	Number of districts not reporting.
Totals	7,204	6,301	255	648	Kent	207	196	5	6
					Keweenaw	5	4	1	.....
					Lake	42	30	2	10
Alcona	31	25	2	4	Lapeer	135	95	6	34
Alger	7	7	.....	.....	Leelanau	58	52	2	4
Allegan	184	158	8	18	Lenawee	196	192	3	1
Alpena	17	13	2	2	Livingston	135	87	19	29
Antrim	72	65	3	4	Luce	4	4	.....	.....
Arenac	40	37	.....	3	Mackinac	16	16	.....	.....
Baraga	5	5	.....	.....	Macomb	115	100	4	11
Barry	144	126	2	16	Manistee	61	54	1	6
Bay	68	63	2	3	Marquette	19	19	.....	.....
Benzie	52	46	3	3	Mason	62	53	1	8
Berrien	146	115	6	25	Me osta	105	94	2	9
Branch	128	125	1	2	Menominee	39	33	1	5
Calhoun	164	132	5	27	Midland	75	60	3	12
Cass	111	110	1	.....	Missaukee	56	46	1	9
Charlevoix	68	59	2	7	Monroe	138	115	17	6
Cheboygan	56	53	1	2	Montcalm	141	116	4	21
Chippewa	50	43	.....	7	Montmorency	7	6	.....	1
Clare	57	40	2	15	Muskegon	92	79	2	11
Clinton	129	113	7	9	Newaygo	119	110	3	6
Crawford	25	18	3	4	Oakland	206	197	6	3
Delta	29	23	.....	6	Oceana	89	82	4	3
Dickinson	8	8	.....	.....	Ogemaw	41	33	2	6
Eaton	146	124	7	15	Ontonagon	9	9	.....	.....
Emmet	72	57	4	11	Osceola	93	82	1	10
Genesee	160	137	6	17	Oscoda	14	12	1	1
Gladwin	38	31	2	5	Otsego	41	40	1	.....
Gogebic	7	7	.....	.....	Ottawa	123	120	2	1
Grand Traverse	66	57	1	8	Presque Isle	35	31	3	1
Gratiot	133	117	6	10	Roscommon	17	12	1	4
Hillsdale	163	132	5	26	Saginaw	160	149	3	8
Houghton	32	27	3	2	St. Clair	154	144	2	8
Huron	114	112	.....	2	St. Joseph	123	106	7	10
Ingham	137	118	3	16	Sanilac	152	129	4	19
Ionia	143	113	11	19	Schoolcraft	9	6	3	.....
Iosco	27	24	.....	3	Shiawassee	124	121	1	2
Iron	8	8	.....	.....	Tuscola	149	134	1	14
Isabella	103	98	2	3	Van Buren	152	150	2	.....
Jackson	156	144	8	4	Washtenaw	167	130	17	20
Kalamazoo	137	107	3	27	Wayne	155	136	4	15
Kalkaska	49	45	2	2	Wexford	81	75	.....	6

TABLE XVI.

Graded school statistics compiled from inspectors

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Totals		417,131	291,019	108,381	79	$17,437,251	$2,674,948 01	942	6,046
Acme	G'd Traverse.	117	79	180	77	$1,000			4
Ada	Kent	97	102	180	72	5,500		1	3
Addison	Lenawee	178	187	162	88	1,000		2	3
Adrian	Lenawee	2,630	1,955	195	86	150,000		3	40
Alabaster	Iosco	139	93	180	84	1,500			1
Alanson	Emmet	175	158	180	76	3,000			3
Alba	Antrim	176	170	180	52	6,000	$750 00	1	2
Albert Tp	Montmoren'y	264	200	200	87	5,000		1	6
Albion	Calhoun	1,355	1,047	190	94	65,000	3,000 00	3	25
Algonac	St. Clair	508	315	170	78	11,500	1,500 00	1	7
Allegan	Allegan	661	573	190	97	69,000	12,000 00	4	19
Alma	Gratiot	588	651	200	94	23,000	6,750 00	1	12
Almont	Lapeer	268	241	200	92	13,500		1	5
Alpena	Alpena	4,360	2,036	200	95	89,119		3	41
Ann Arbor	Washtenaw	3,207	2,219	190	96	270,000	30,000 00	10	63
Applegate	Sanilac	87	58	180	48	1,500			1
Armada	Macomb	245	168	180	86	10,000		2	4
Arcadia	Manistee	171	98	180	57	2,000			3
Ashley	Gratiot	183	167	200	64	2,500		1	2
Athens	Calhoun	193	163	180	85	3,500		1	3
Atlantic Mine	Houghton	1,320	938	200	69	17,000		4	16
Attica	Lapeer	127	81	200	67	1,200		1	1
Augusta	Kalamazoo	174	151	180	89	3,000		1	4
Au Sable	Iosco	577	479	180	82	7,000		3	6
Bad Axe	Huron	506	406	200	70	20,000	9,000 00	2	9
Bainbridge	Berrien	122	80	160	53	2,000		1	1
Baldwin	Lake	174	174	200	86	1,200		1	2
Bancroft	Shiawassee	142	112	200	97	6,000		1	3
Bangor	Van Buren	376	350	188	99	10,000		2	7
Baraga	Baraga	895	603	173	81	15,000		2	8
Baroda	Berrien	172	130	157	87	4,000	950 00	1	3
Bath	Clinton	75	55	180	87	3,500		1	2
Battle Creek	Calhoun	4,620	3,679	183	96	300,000		7	81
Bay City	Bay	9,310	4,482	189	98	310,000		7	117
Bay Port	Huron	103	87	200	60	1,500		1	1
Bear Lake	Manistee	166	132	180	74	2,000		1	2
Beaverton	Gladwin	388	219	200	81	3,000	269 40	2	4
Belding	Ionia	702	558	200	88	16,000	3,000 00	1	15
Bellaire	Antrim	413	397	175	71	7,500		2	7
Bellville	Wayne	133	97	200	92	10,000		1	2
Bellevue	Eaton	231	208	190	92	6,000	464 00	1	7
Benton Harbor	Berrien	1,700	1,567	180	96	70,000	27,608 40	5	29
Benton Tp.. 5 fr	Berrien	207	144	179	70	3,000		1	2
Benzonia	Benzie	219	195	180	80	5,000	2,000 00		5
Berlamont	Van Buren	97	81	176	60	1,350		1	1
Berlin	Ottawa	119	101	180	80	1,200		1	1
Berrien Springs	Berrien	183	170	177	93	6,000		1	5

TABLE XVI.

reports for the year ending September 1, 1902.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
8,702.8	57,716.6	$737,646 10	$2,651,394 12	$84 76	$45 94	$3,236,191 86	$6,407,205 54	9,356	$88,494 74
.....	18	.....	$570 00	.....	$31 66	$570 00	$660 40	.....	.....
9	18	$405 00	495 00	$45 00	27 50	900 00	1,372 75	6	$16 87
15.5	18.5	945 00	610 00	60 96	32 96	1,555 00	2,608 54	18	123 40
30	400	3,300 00	17,916 00	110 00	44 79	21,216 00	30,531 16	50	861 68
.....	9	.....	333 00	.....	37 00	333 00	542 38	.....	.....
.....	27	.....	810 00	.....	30 00	810 00	1,288 54	2	2 00
9	18	540 00	600 00	60 00	33 33	1,140 00	2,064 00	4	4 00
10	52	650 00	1,760 00	65 00	33 84	2,410 00	3,107 55	.....	.....
28.5	297.5	2,900 00	9,162 56	101 75	38 58	12,062 56	15,807 20	41	525 04
8.5	59.5	720 00	2,115 00	84 70	35 55	2,835 00	3,710 82	1	.....
28.5	158	2,400 00	5,957 00	84 21	37 70	8,357 00	14,279 56	31	323 00
10	120	950 00	4,075 00	95 00	33 95	5,025 00	8,307 16	30	240 29
10	50	700 00	1,650 00	70 00	33 00	2,350 00	3,173 58	30	277 96
30	410	2,500 00	16,434 00	83 33	40 08	18,934 00	29,682 40	.....	.....
100	630	12,985 00	29,640 72	129 85	47 04	42,625 72	90,174 73	219	6,394 08
.....	9	.....	198 00	.....	22 00	198 00	349 50	.....	.....
16	29	967 74	884 19	60 48	30 48	1,851 93	2,624 51	42	458 74
.....	18	.....	692 00	.....	38 44	692 00	866 24	1	50
10	19.7	450 00	592 50	45 00	30 00	1,042 50	1,288 63	3	6 21
9	27	540 00	945 00	60 00	35 00	1,485 00	1,865 99	15	125 50
40	149.7	3,550 00	6,753 00	88 75	45 09	10,303 00	14,779 33	23	.....
10	8	400 00	216 00	40 00	27 00	616 00	846 14	2	19 00
9	36	675 00	1,143 00	75 00	32 02	1,818 00	2,407 73	21	133 00
27	54	1,530 00	1,620 00	56 66	30 00	3,150 00	3,745 51	.....	.....
20	90	1,150 00	2,820 00	57 50	31 33	3,970 00	5,989 64	21	205 72
8	4	360 00	120 00	45 00	30 00	480 00	970 96	2	11 50
10	20	450 00	625 00	45 00	31 25	1,075 00	1,318 77	8	.....
10	30	700 00	900 00	70 00	30 00	1,600 00	2,190 00	32	161 56
19	57	1,350 00	2,053 50	71 05	36 02	3,403 50	4,453 51	62	477 30
20	72	1,800 00	3,330 00	90 00	46 25	5,130 00	10,850 75	.....	.....
8	16	376 00	525 00	47 00	32 81	901 00	1,408 33	9	27 45
9	18	270 00	657 00	30 00	36 50	927 00	1,232 41	6	50 74
70	790	8,379 87	34,234 82	119 71	43 33	42,614 69	94,809 19	75	929 75
70	1,170	7,989 16	49,847 67	113 41	42 63	57,786 83	83,185 17	79	1,013 36
10	10	475 00	300 00	47 50	30 00	775 00	984 58	.....	.....
9	18	630 00	633 00	70 00	35 16	1,263 00	1,682 36	6	23 75
20	30	841 25	984 50	42 06	32 81	1,825 75	3,078 58	2	34 20
10	150	1,000 00	5,625 00	100 00	37 50	6,625 00	10,728 86	29	320 16
18	63	1,080 00	1,924 75	60 00	30 55	3,004 75	4,188 72	13	76 37
10	20	600 00	500 00	60 00	25 00	1,100 00	1,495 29	8	67 50
9.5	66.5	950 00	2,061 50	100 00	31 00	3,011 50	4,019 28	36	255 31
45	261	3,406 35	10,180 00	75 70	39 00	13,586 35	25,280 94	55	667 00
9	18	450 00	585 00	50 00	32 50	1,035 00	1,634 70	2	10 00
.....	45	.....	1,775 00	.....	39 44	1,775 00	2,585 47	5	26 95
9	9	311 50	223 75	34 61	24 86	535 25	907 90	6	9 38
9	9	405 00	315 00	45 00	35 00	720 00	845 03	11	109 00
9	45	800 00	1,620 00	88 88	36 00	2,420 00	3,054 67	30	269 95

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Bessemer	Gogebic	1,116	888	190	97	$43,000	$6,000 00	1	24
Big Rapids	Mecosta	1,443	1,171	200	97	40,000	.....	1	25
Birmingham	Oakland	360	345	200	86	21,000	7,500 00	1	7
Blissfield Tp. 1 fl	Lenawee	202	140	200	86	7,000	.....	1	3
Blissfield Tp. 2 fl	Lenawee	218	184	200	80	5,000	.....	2	5
Bloomingdale	Van Buren	166	152	180	80	6,000	.....	1	4
Boyne	Charlevoix	522	418	180	66	10,000	2,000 00	1	9
Boyne Falls	Charlevoix	204	166	180	66	4,000	3,000 00	1	5
Breckenridge	Gratiot	168	110	180	86	3,500	2,500 00	1	2
Breedsville	Van Buren	107	75	170	73	1,200	.....	1	1
Bridgehampton Tp. 1	Sanilac	78	62	180	60	600	.....	1	.....
Bridgehampton Tp. 2	Sanilac	100	75	200	50	900	.....	.....	2
Bridgehampton Tp. 5 fl	Sanilac	93	65	180	73	800	.....	1	.....
Bridgeman	Berrien	135	78	158	49	800	.....	1	.....
Bridgeport	Saginaw	128	80	180	87	5,000	.....	1	1
Brighton	Livingston	210	204	198	82	16,000	.....	1	5
Britton	Lenawee	128	98	180	75	3,000	.....	1	1
Bronson	Branch	308	263	170	74	17,000	8,000 00	2	4
Brooklyn	Jackson	157	140	190	88	5,000	.....	2	3
Brown City	Sanilac	225	198	198	75	8,000	7,000 00	1	3
Buchanan	Berrien	460	373	190	92	25,000	.....	2	11
Burden	Sanilac	152	83	200	60	1,000	.....	.....	1
Burlington	Calhoun	104	89	180	68	1,300	.....	1	2
Burnips Corners	Allegan	98	79	180	76	2,000	.....	1	1
Burr Oak	St. Joseph	209	149	180	88	5,000	.....	1	7
Burt Tp	Alger	478	361	200	83	5,000	2,400 00	1	7
Byron	Shiawassee	145	125	195	94	7,000	2,375 32	2	3
Cadillac	Wexford	1,818	1,593	180	90	65,000	8,000 00	1	34
Cady	Macomb	146	58	200	41	1,200	.....	.....	1
Caledonia Tp. 3	Kent	73	68	180	52	2,000	.....	1	1
Caledonia	Kent	140	125	200	65	6,000	.....	2	2
Calumet	Houghton	7,635	5,479	200	93	40,500	.....	5	116
Calumet Tp. 2	Houghton	1,110	854	197	74	19,990	.....	1	19
Camden	Hillsdale	113	85	170	78	8,000	5,000 00	1	2
Cannonsburgh	Kent	105	90	180	63	1,500	.....	1	1
Capac	St. Clair	222	176	200	86	7,500	.....	1	4
Caro	Tuscola	618	473	200	98	90,000	.....	3	11
Carrollton Tp. 1	Saginaw	438	279	200	63	10,000	.....	1	5
Carrollton Tp. 2	Saginaw	267	131	200	77	2,400	.....	1	1
Carson City	Montcalm	312	235	190	92	12,000	9,000 00	1	6
Carsonville	Sanilac	209	164	200	55	2,200	.....	1	2
Caseville	Huron	282	188	200	52	5,000	.....	1	2
Casnovia	Muskegon	73	75	180	86	2,500	.....	1	2
Cass City	Tuscola	442	330	200	90	8,000	.....	1	6
Cassopolis	Cass	400	369	190	76	18,000	.....	1	10
Cedar Springs	Kent	298	223	190	86	20,000	.....	1	6
Central Lake	Antrim	380	265	200	95	4,500	3,000 00	1	6
Centerville	St. Joseph	176	152	180	83	15,000	100 00	2	4
Ceresco	Calhoun	64	52	180	75	1,200	.....	.....	2
Champion Tp	Marquette	726	469	200	72	12,000	2,000 00	1	9
Chandler Tp. 5 fl	Huron	185	118	180	55	1,000	500 00	.....	2
Charlevoix	Charlevoix	815	734	179	69	45,000	28,000 00	1	16
Charlotte	Eaton	879	813	195	95	45,000	.....	3	22
Chase	Lake	135	92	160	54	1,500	.....	1	1
Cheboygan	Cheboygan	2,215	1,455	190	93	65,000	44,000 00	4	23
Chelsea	Washtenaw	427	315	200	95	1,500	.....	1	12

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9.5	228	$1,500 00	$11,253 50	$157 89	$49 35	$12,753 50	$22,480 87	10	.....
10	250	1,300 00	9,677 00	130 00	38 70	10,977 00	15,252 86	12	$152 27
10	70	1,000 00	2,600 00	100 00	37 14	3,600 00	13,955 32	64	794 00
10	30	650 00	780 00	65 00	26 00	1,430 00	1,981 57	12	94 00
10.2	39.8	756 00	1,287 75	74 11	32 39	2,043 75	2,809 21	32	208 00
9	27	475 00	807 00	52 77	29 88	1,282 00	1,840 76	19	128 50
9	81	675 00	2,767 50	75 00	34 16	3,442 50	6,712 89	4	27 00
9	27	450 00	979 50	50 00	36 27	1,429 50	2,482 11	.....	.....
9	18	360 00	570 00	40 00	31 66	930 00	1,529 80	10	49 50
9	9	360 00	252 00	40 00	28 00	612 00	734 45	.....	.....
9	.....	315 00	.....	35 00	.....	315 00	371 74	4	.....
.....	16	.....	420 00	.....	26 25	420 00	635 50	3	.....
9	.....	315 00	.....	35 00	.....	315 00	382 45	6	.....
8	.....	260 00	.....	32 50	.....	260 00	447 22	.....	.....
9	9	360 00	270 00	40 00	30 00	630 00	977 73	2	.....
10	50	850 00	1,500 00	85 00	30 00	2,350 00	3,189 36	25	284 15
9	9	405 00	270 00	45 00	30 00	675 00	864 23	8	59 75
18	36	945 00	1,230 00	52 50	34 17	2,175 00	11,789 82	18	111 93
19	28.5	1,275 00	1,030 00	67 10	36 13	2,305 00	2,863 43	33	276 00
10	30	550 00	850 00	55 00	28 33	1,400 00	2,340 80	23	117 52
19	102	1,422 50	3,855 00	74 84	37 79	5,277 50	7,174 57	41	444 75
.....	10	.....	259 95	.....	25 99	259 95	311 39	.....	.....
9	18	360 00	480 00	42 22	26 67	840 00	1,006 08	9	35 00
9	9	405 00	297 00	45 00	33 00	702 00	865 75	13	86 40
9	54	585 00	1,742 50	65 00	32 26	2,327 50	3,016 99	20	265 07
10	63	850 00	2,916 25	85 00	46 26	3,766 25	5,243 03	.....	.....
9.7	21	533 50	681 50	55 00	32 45	1,215 00	1,918 13	30	132 00
9	306	1,911 62	14,660 00	212 40	47 90	16,571 62	22,793 22	5	37 75
.....	10	.....	350 00	.....	35 00	350 00	506 06	7	.....
9	4	360 00	80 00	40 00	20 00	440 00	548 88	2	3 25
20	20	793 00	620 00	39 65	31 00	1,413 00	1,824 61	39	272 50
52	1,138	6,940 00	63,341 18	133 46	55 66	70,281 18	115,336 04	20	506 50
10	174	650 00	9,470 00	65 00	54 42	10,120 00	24,451 64	.....	.....
8.5	17	425 00	467 50	50 00	27 50	892 50	4,288 66	17	161 90
9	9	450 00	288 00	50 00	32 00	738 00	887 33	12	79 46
10	40	600 00	1,000 00	60 00	25 00	1,600 00	2,496 74	22	268 94
29	110	1,555 00	3,735 00	77 75	33 95	5,290 00	6,989 81	33	349 88
10	50	700 00	1,250 00	70 00	25 00	1,950 00	2,678 13	.....	.....
10	10	550 00	390 00	55 00	39 00	940 00	1,300 23	.....	.....
9.5	57	825 00	2,052 00	86 84	36 00	2,877 00	4,832 64	30	284 64
10	20	500 00	500 00	50 00	25 00	1,000 00	1,510 38	5	.....
10	20	700 00	600 00	70 00	30 00	1,300 00	1,647 87	4	.....
9	18	540 00	567 00	60 00	31 50	1,107 00	1,420 51	.....	.....
10	60	750 00	2,150 00	75 00	37 50	2,900 00	4,162 21	35	332 89
9.5	76	950 00	3,145 50	100 00	41 38	4,095 50	5,163 41	38	337 64
9.5	57	800 00	2,119 50	84 21	37 18	2,919 50	3,839 32	44	454 85
10	56	700 00	1,906 51	70 00	34 04	2,606 51	4,855 05	4	23 00
9	36	1,115 00	1,305 00	123 88	36 25	2,420 00	3,342 50	16	123 50
.....	18	.....	450 00	.....	25 00	450 00	679 18	1	3 50
10	90	1,200 00	4,700 00	120 00	52 22	5,900 00	8,262 96	.....	.....
.....	17	.....	530 00	.....	31 17	530 00	742 79	.....	.....
9	124.5	1,000 00	4,568 93	111 11	36 40	5,568 93	10,202 33	20	210 38
29.2	207.8	2,700 00	9,350 00	92 80	45 00	12,050 00	16,745 39	63	784 17
8	8	320 00	240 00	40 00	30 00	560 00	805 16	2	4 75
30	210	2,775 00	8,309 87	92 50	39 57	11,084 87	39,244 11	8	95 49
10	120	1,000 00	4,090 00	100 00	34 08	5,090 00	7,171 26	39	468 65

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Chesaning	Saginaw	303	216	200	91	$1,200		1	7
Chickaning Tp. 3	Berrien	91	79	160	65	1,200	$300 00	1	1
China Tp. 4	St. Clair	106	93	180	71	1,200		1	1
Clairview	Wayne	202	118	200	62	6,000	4,760 00	1	1
Clare	Clare	598	447	200	90	25,000	8,000 00	2	7
Clarkston	Oakland	160	124	200	82	4,000		1	4
Clayton	Lenawee	126	114	180	82	3,000		2	2
Climax	Kalamazoo	136	119	180	67	4,500		1	3
Clinton	Lenawee	266	222	190	92	5,000	71 19	1	6
Clio	Genesee	205	186	200	86	7,000	1,500 00	2	4
Coldwater	Branch	1,347	1,122	200	96	100,000		4	24
Coleman	Midland	412	420	200	80	12,000		2	7
Coloma	Berrien	246	187	180	90	6,500	2,900 00	1	4
Colon	St. Joseph	262	201	180	72	2,000		2	4
Columbiaville	Lapeer	150	121	196	89	16,000		1	3
Comstock	Kalamazoo	102	71	180	70	3,000		1	1
Concord	Jackson	160	111	190	90	7,500		3	3
Conklin	Ottawa	82	70	180	77	1,075		1	1
Constantine	St. Joseph	281	199	200	90	25,000		1	7
Coopersville	Ottawa	214	180	190	82	5,000		2	3
Copemish	Manistee	130	111	180	57	2,000		1	2
Coral	Montcalm	141	97	180	54	3,000		1	1
Corunna	Shiawassee	411	278	200	96	28,000		1	11
Covert	Van Buren	187	144	190	65	3,000		1	3
Croswell	Sanilac	392	337	200	91	6,000	3,900 00	2	5
Crystal Falls	Iron	1,105	1,036	196	94	18,000	11,000 00	1	20
Custer	Mason	143	109	177	68	3,000	280 00	1	2
Dansville	Ingham	110	109	200	72	4,000		1	3
Davison	Genesee	235	201	185	90	10,000	2,000 00	2	4
Dearborn	Wayne	336	256	197	76	20,000	1,700 00	1	5
Decatur	Van Buren	357	315	189	80	15,000		2	6
Deckerville	Sanilac	163	177	80	69	9,000	6,252 84	1	1
Deerfield	Lenawee	183	157	180	80	8,000		1	4
Delray	Wayne	1,535	1,120	198	82	97,200	65,000 00	2	26
Detour Tp.	Chippewa	377	354	180	69	4,000		1	5
Detroit	Wayne	85,167	51,696	188	95	3,683,465	395,775 80	67	905
DeWitt	Clinton	108	82	180	75	4,500		1	2
Dexter	Washtenaw	286	216	176	91	18,000	7,000 00	1	7
Dimondale	Eaton	100	84	180	88	2,200		1	2
Dorr	Allegan	123	76	178	85	1,000		1	1
Douglas	Allegan	172	132	180	68	4,000		1	2
Dowagiac	Cass	1,185	1,072	200	96	21,000	30,000 00	3	22
Drenthe	Ottawa	108	67	180	73	2,500		1	1
Dryden	Lapeer	134	126	200	79	1,500		1	2
Dundee	Monroe	307	287	178	78	20,000		1	8
Durand	Shiawassee	512	508	200	96	20,000	6,200 00	2	10
East Jordan	Charlevoix	383	341	180	70	15,000	5,000 00	2	7
East Lake	Manistee	664	432	200	76	6,500		1	6
East Tawas	Iosco	600	515	172	91	2,450		2	8
Eaton Rapids	Eaton	494	446	195	93	17,000		2	12
Eau Claire	Berrien	138	99	180	88	6,000	2,400 00	1	2
Ecorse Twp. 1	Wayne	325	260	190	89	12,000	1,755 00	1	4
Ecorse Tp. 3	Wayne	295	240	188	59	9,000		1	4
Ecorse Tp. 4	Wayne	827	520	200	87	23,525	20,268 84	1	10
Edenville	Midland	150	111	177	59	1,500	800 00	1	1
Edmore	Montcalm	297	220	190	76	6,500		1	4
Edwardsburg	Cass	111	104	180	93	3,000		2	4

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
10	70	$900 00	$2,385 00	$90 00	$34 07	$3,285 00	$4,553 36	34	$370 27
8	8	280 00	240 00	35 00	30 00	520 00	773 07	.....	.....
9	9	405 00	216 00	45 00	24 00	621 00	783 81	2	30 00
10	10	600 00	300 00	60 00	30 00	840 00	6,485 95	7	17 50
20	70	1,150 00	2,200 00	57 50	31 42	3,350 00	5,341 50	12	111 50
10	30	600 00	892 50	60 00	29 75	1,492 50	2,045 21	13	139 80
12.5	18	628 00	495 00	51 20	27 50	1,123 00	1,335 25	18	77 25
9	27	450 00	900 00	50 00	33 33	1,350 00	2,427 49	16	124 00
9.5	57	800 00	1,843 00	84 21	32 33	2,643 00	3,479 06	23	230 01
20	40	1,050 00	1,250 00	52 50	31 25	2,300 00	3,157 98	29	302 32
40	240	3,450 00	9,126 20	86 25	38 02	12,576 20	20,465 25	46	629 48
20	60	1,000 00	2,085 00	50 00	33 91	3,085 00	3,933 89	6	18 90
9	36	495 00	1,080 00	55 00	30 00	1,575 00	4,194 52	10	106 07
18	36	855 00	1,224 00	47 50	34 00	2,079 00	3,086 11	15	123 50
10	30	500 00	840 00	50 00	28 00	1,340 00	2,516 61	26	210 75
9	9	405 00	225 00	45 00	25 00	630 00	894 68	6	14 75
19	28.5	1,022 12	997 50	53 79	35 00	2,019 62	2,576 96	19	162 74
9	9	360 00	225 00	40 00	25 00	685 00	750 32	4	6 00
10	70	950 00	2,600 00	95 00	37 14	3,550 00	4,625 44	23	263 18
19	28.5	885 00	902 50	46 57	31 67	1,787 50	2,164 66	18	149 43
9	18	360 00	495 00	40 00	27 50	855 00	1,001 43	1	.....
9	9	405 00	270 60	45 00	30 00	675 00	1,031 70	1	9 00
10	94	1,000 00	3,700 00	100 00	39 36	4,700 00	6,732 13	39	274 50
9.5	24.5	427 50	716 00	45 00	29 22	1,143 50	1,529 88	9	37 08
20	43	1,200 00	1,334 00	60 00	31 02	2,534 00	3,944 42	15	89 50
10	186	1,500 00	10,025 12	150 00	53 89	11,525 12	23,912 20	.....	.....
9	18	387 00	540 00	43 00	30 00	927 00	1,135 94	.....	.....
10	30	600 00	900 00	60 00	30 00	1,500 00	2,060 64	20	111 25
18.5	29.7	962 50	890 94	52 02	29 94	1,853 44	2,465 26	46	306 30
10	50	700 00	1,550 00	70 00	31 00	2,250 00	3,123 56	9	50 00
19	57	1,342 40	2,072 00	70 63	36 35	3,414 00	5,020 97	30	317 00
4	4	220 00	100 00	55 00	25 00	320 00	8,231 85	.....	.....
9	36	600 00	1,035 00	66 67	28 75	1,635 00	2,129 18	20	129 62
12	219.5	1,350 00	8,885 00	112 50	40 47	10,235 00	62,913 02	5	23 00
9	41	472 50	1,295 00	52 50	31 58	1,767 50	3,136 71	.....	.....
670	9,050	85,880 00	628,119 65	128 17	69 45	713,999 65	1,647,024 80	68	.....
9	18	450 00	522 00	50 00	29 00	972 00	1,286 20	3	5 00
9	54	720 00	1,908 00	80 00	35 33	2,628 00	4,221 72	27	339 99
9	18	450 00	585 00	50 00	32 50	1,035 00	1,281 24	19	103 60
9	9	360 00	225 00	40 00	25 00	585 00	709 26	.....	.....
9	18	540 00	576 00	60 00	32 00	1,116 00	1,662 39	2	15 31
20	220	2,700 00	8,631 50	90 00	39 23	11,331 50	15,390 60	61	570 05
8.5	9	340 00	225 00	40 00	25 00	565 00	840 83	.....	.....
10	20	600 00	530 00	60 00	26 50	1,130 00	1,444 38	20	138 56
9	72	800 00	2,446 25	88 89	33 97	3,246 25	4,574 61	17	203 60
20	100	1,180 00	3,230 00	59 00	32 30	4,410 00	8,502 69	15	92 12
18	63	1,160 00	2,295 00	64 44	36 42	3,455 00	5,160 10	10	78 15
10	55	700 00	2,351 50	70 00	42 74	3,051 50	4,125 32	.....	.....
18	72	1,115 00	2,670 00	61 94	37 08	3,785 00	5,109 59	2	.....
16.5	110.5	1,585 00	4,081 25	96 06	36 48	5,616 25	7,497 87	41	759 56
9	18	450 00	540 00	50 00	30 00	990 00	2,568 00	13	61 50
9.5	37	475 00	1,205 00	50 00	32 57	1,680 00	2,904 20	.....	.....
10	40	575 00	1,300 00	57 50	32 50	1,875 00	2,350 75	.....	.....
10	90	660 00	3,170 00	66 00	35 22	3,830 00	8,870 09	.....	.....
9	9	335 00	295 00	40 55	32 78	660 00	792 03	1	.....
9.5	38	750 00	1,140 00	78 94	30 00	1,890 00	2,376 83	18	90 25
8.7	27	525 00	865 00	60 00	31 67	1,390 00	1,924 26	23	155 75

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Elk Rapids	Antrim	589	514	180	77	$30,000	$15,315 67	1	16
Elkton	Huron	330	256	200	54	6,800	5,000 00	1	3
Elk Tp. 4 fl	Sanilac	96	84	167	40	1,000	.....	1	.....
Elm Hall	Gratiot	123	79	180	66	2,500	.....	1	1
Elmira	Otsego	125	139	180	55	2,000	.....	2	1
Elsie	Clinton	214	200	190	73	3,500	.....	1	4
Empire	Leelanau	202	176	180	89	5,000	2,600 00	1	2
Erie	Monroe	185	150	180	88	4,000	.....	1	2
Escanaba	Delta	3,196	2,059	200	92	105,000	66,500 00	3	36
Essexville	Bay	546	182	200	94	7,000	.....	1	4
Estey	Gladwin	109	55	160	40	1,000	200 00	.....	2
Evart	Osceola	479	428	200	72	12,000	1,000 00	2	14
Farmington	Oakland	161	105	195	85	5,000	.....	1	2
Farwell	Clare	273	198	180	91	4,000	.....	1	5
Fennville	Allegan	261	201	180	93	4,800	.....	2	4
Fenton	Genesee	594	299	200	95	55,000	.....	3	11
Ferrysburg	Ottawa	166	112	180	90	1,600	.....	1	1
Fife Lake	G'd Traverse	192	153	180	70	4,000	.....	1	3
Filer City	Manistee	310	149	200	64	4,000	733 35	1	2
Fillmore Tp. 1	Allegan	161	105	180	52	1,500	.....	.....	2
Fillmore Tp. 2	Allegan	171	120	180	62	2,600	.....	1	1
Flat Rock	Wayne	168	144	197	95	12,000	.....	1	4
Flint	Genesee	3,390	2,670	200	96	225,000	29,000 00	6	64
Flushing	Genesee	202	168	195	81	9,000	1,000 00	1	5
Ford River	Delta	238	188	200	55	3,500	.....	.....	4
Forest Grove	Ottawa	109	84	180	72	1,500	.....	1	1
Forestville	Sanilac	108	64	160	59	1,200	.....	1	1
Fostoria	Tuscola	124	92	200	90	3,600	.....	1	2
Fowlerville	Livingston	238	203	200	91	10,000	.....	2	7
Frankenmuth	Saginaw	303	173	180	56	1,100	1,192 05	4	.....
Frankfort	Benzie	596	491	200	93	30,000	15,000 00	2	11
Fremont	Newaygo	408	341	200	78	10,000	.....	1	8
Freeport	Barry	184	157	180	87	3,000	.....	2	2
Frontier	Hillsdale	91	73	180	70	3,000	.....	3	1
Fruitport	Muskegon	137	107	200	78	1,800	.....	1	1
Gagetown	Tuscola	178	76	200	75	3,000	950 00	1	1
Gaines	Genesee	97	66	200	89	6,000	.....	1	2
Galesburg	Kalamazoo	167	140	180	97	12,000	.....	2	4
Galien	Berrien	175	137	180	98	5,000	537 50	1	3
Gaylord	Otsego	466	414	190	71	10,000	4,000 00	1	9
Girard	Branch	74	55	178	89	3,000	.....	1	1
Gladstone	Delta	974	805	200	97	21,000	15,178 14	1	16
Gladwin	Gladwin	256	228	196	90	4,000	.....	1	4
Gobleville	Van Buren	195	170	190	74	4,300	.....	1	3
Goodrich	Genesee	75	60	200	71	2,000	.....	1	1
Graafschap	Allegan	153	93	160	64	1,400	.....	.....	2
Grand Haven	Ottawa	1,637	1,242	200	80	70,000	44,327 80	2	28
Grand Junction	Van Buren	107	97	180	67	3,000	.....	1	1
Grand Ledge 9 fl	Eaton	269	221	193	90	10,000	.....	1	7
Grand Ledge 11 fl	Eaton	252	233	200	80	7,500	.....	1	5
Grand Rapids	Kent	27,089	15,727	192	95	1,314,209	237,000 00	25	373
Grandville	Kent	215	177	200	70	10,000	.....	2	4
Grass Lake	Jackson	178	169	200	91	8,500	800 00	1	6
Grattan	Kent	95	90	180	78	1,400	.....	1	1
Grayling	Crawford	418	391	200	87	10,000	.....	1	9
Greenland Tp	Ontonagon	572	484	200	80	1,800	18,328 00	1	9
Greenville	Montcalm	851	740	200	82	30,000	.....	2	18
Grindstone City	Huron	219	180	200	53	1,200	.....	1	2

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	109	$1,300 00	$4,375 00	$144 44	$40 13	$5,675 00	$14,863 73	10	$134 18
10	30	450 00	920 00	45 00	30 67	1,370 00	4,246 46	10	11 70
9	.....	360 00	.....	40 00	.....	360 00	462 92	.....	.....
9	9	382 50	234 00	42 50	26 00	616 50	732 85	3	17 75
18	9	720 00	342 00	40 00	38 00	1,062 00	1,338 67	3	5 50
9.5	38	570 00	1,045 00	60 00	27 50	1,615 00	2,128 44	27	201 47
9	18	500 00	540 00	55 55	30 00	1,040 00	1,567 12	1	1 50
9	18	360 00	450 00	40 00	25 00	810 00	1,010 46	5	1 00
30	360	2,542 50	16,928 25	84 75	47 01	19,470 75	66,612 74	7	57 50
10	30	700 00	1,200 00	70 00	40 00	1,900 00	3,112 00	3	15 50
.....	14	.....	460 00	.....	32 85	460 00	687 57	2	.....
20	101.3	1,302 25	3,486 00	65 11	34 41	4,788 25	6,349 22	17	106 00
10	20	650 00	470 00	65 00	23 50	1,120 00	1,649 01	16	241 20
9	43	540 00	1,164 00	60 00	27 07	1,704 00	2,242 72	12	31 00
9	36	796 67	1,107 00	88 52	30 75	1,903 67	2,642 96	48	322 23
30	110	2,350 00	4,000 00	78 33	36 36	6,350 00	13,348 08	53	377 50
9	9	450 00	252 00	50 00	28 00	702 00	932 37	.....	.....
9	26.6	540 00	700 00	60 00	26 25	1,240 00	1,907 08	9	31 50
10	20	500 00	700 00	50 00	35 00	1,200 00	1,799 62	.....	.....
.....	17	.....	477 00	.....	28 06	477 00	638 99	3	.....
9	9	369 00	252 00	40 00	28 00	612 00	794 20	6	.....
10	40	700 00	1,275 00	70 00	31 87	1,975 00	3,073 31	28	186 94
60	640	5,350 00	27,969 50	89 16	43 70	33,319 50	97,756 73	95	1,725 21
10	50	950 00	1,650 00	95 00	33 00	2,600 00	5,144 51	20	233 20
.....	29.5	.....	1,330 00	.....	45 08	1,330 00	1,807 62	.....	.....
9	9	450 00	198 00	50 00	22 00	648 00	738 56	.....	.....
8	4	320 00	100 00	40 00	25 00	420 00	520 36	.....	.....
10	20	470 00	500 00	47 00	25 00	970 00	1,110 25	9	27 30
15	55	910 00	1,760 00	60 60	37 33	2,670 00	3,563 26	26	311 34
20.1	.....	992 32	.....	40 95	.....	992 32	2,374 75	.....	.....
20	100	1,550 00	3,730 00	77 50	37 30	5,280 00	8,123 52	8	43 00
10	80	750 00	2,740 00	75 00	34 25	3,490 00	5,504 19	16	114 76
18	18	693 00	477 00	38 50	26 50	1,170 00	1,501 22	8	77 10
18	9	722 50	180 00	40 13	20 00	902 50	1,075 20	27	134 30
10	10	500 00	341 25	50 00	34 12	841 25	1,057 88	.....	.....
10	10	575 00	300 00	57 50	30 00	875 00	1,280 33	9	39 35
10	20	500 00	500 00	50 00	25 00	1,000 00	1,623 23	16	106 65
18	36	1,210 00	1,152 00	67 22	32 00	2,362 00	3,433 48	44	364 86
9	27	500 00	865 00	55 55	32 03	1,365 00	3,184 45	18	127 88
9.5	80.5	800 00	2,787 12	84 21	34 62	3,587 12	5,420 39	12	49 03
9	9	405 00	225 00	45 00	25 00	630 00	843 45	16	105 30
10	160	1,100 00	6,800 00	110 00	42 50	10,427 75	12,999 10	.....	.....
10	40	705 00	1,295 00	70 50	32 37	2,000 00	2,490 87	32	125 70
9.5	28.5	600 00	855 00	63 15	30 00	1,455 00	1,847 04	17	122 65
10	10	450 00	300 00	45 00	30 00	750 00	894 65	8	49 50
.....	16	.....	480 00	.....	30 00	480 00	635 12	8	.....
20	280	2,000 00	10,073 75	100 00	35 97	12,073 75	60,666 08	19	179 78
9	9	360 00	270 00	40 00	30 00	630 00	924 79	9	32 00
10	70	950 00	2,350 00	95 00	33 57	3,300 00	4,404 10	36	251 15
10	43	600 00	1,266 25	60 00	29 44	1,866 25	2,664 55	3	13 75
250	3,730	27,050 00	221,820 90	108 20	60 00	248,870 90	397,686 77	153	1,416 95
9	30	592 50	918 00	65 83	30 60	1,510 50	1,989 98	20	114 12
10	58.5	700 00	1,585 00	70 00	27 09	2,285 00	3,375 15	39	433 70
9	9	405 00	270 00	45 00	30 00	675 00	807 72	5	27 50
10	79.5	800 00	2,885 00	80 00	36 29	3,685 00	5,461 31	.....	.....
10	86	750 00	4,850 00	75 00	56 39	5,050 00	22,943 06	.....	.....
10	180	1,600 00	7,020 00	160 00	39 00	8,620 00	15,688 62	38	1,499 50
10	20	600 00	625 00	60 00	31 25	1,225 00	1,411 92	.....	.....

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Grosse Isle	Wayne	194	98	200	72	$9,000	$1,000 00	1	3
Grosse Pointe Tp. 1	Wayne	219	83	200	49	8,000	5,200 00	1	.....
Half Way	Macomb	181	70	175	75	3,000	.....	1	1
Hamilton	Allegan	97	78	180	67	1,500	.....	1	1
Hamtramck Tp. 8	Wayne	467	289	200	73	20,000	15,000 00	1	6
Hancock	Houghton	1,827	1,166	200	85	100,000	45,000 00	4	29
Hanover	Jackson	111	106	200	82	6,500	.....	1	4
Harbor Beach	Huron	396	287	200	88	25,000	16,000 00	1	7
Harbor Springs	Emmet	516	381	180	71	15,000	.....	2	8
Harrietta	Wexford	135	109	170	60	2,000	.....	1	2
Harrison	Clare	181	170	180	77	4,200	650 00	1	3
Harrisville	Alcona	224	183	180	69	5,000	.....	1	3
Hart	Oceana	411	320	180	84	20,000	.....	1	11
Hartford	Van Buren	345	320	180	76	3,000	.....	1	6
Hastings	Barry	709	633	200	96	70,000	.....	4	15
Hersey	Osceola	120	129	200	94	3,500	.....	1	2
Hesperia	Newaygo	201	182	180	75	8,000	.....	1	4
Highland Park	Wayne	175	120	200	82	12,000	6,000 00	1	3
Hillsdale	Hillsdale	1,099	928	183	96	50,000	10,100 00	2	23
Holland	Ottawa	2,419	2,007	190	77	85,000	23,000 00	3	36
Holland Tp. 3	Ottawa	144	110	200	67	1,400	.....	1	1
Holland Tp. 4	Ottawa	115	86	190	72	1,200	.....	.....	1
Holland Tp. 6	Ottawa	140	95	180	61	1,000	.....	1	1
Holland Tp. 9	Ottawa	128	98	192	73	2,000	.....	.....	3
Holland Tp. 11 fl	Ottawa	92	81	200	56	1,000	125 00	1	.....
Holly	Oakland	402	324	200	81	15,300	.....	1	9
Holt	Ingham	141	110	200	83	2,500	.....	1	2
Holton	Muskegon	101	82	180	62	2,000	.....	1	2
Homer	Calhoun	243	251	195	90	15,000	.....	1	10
Hopkins Station	Allegan	122	98	180	90	1,500	.....	1	2
Horton	Jackson	90	78	190	82	5,000	.....	1	2
Houghton	Houghton	1,712	1,119	200	71	108,000	50,000 00	4	29
Howard City	Montcalm	446	402	190	90	5,000	.....	2	8
Howell	Livingston	607	479	200	90	35,000	.....	2	17
Hubbardston	Ionia	142	84	174	91	4,500	.....	1	2
Hudson	Lenawee	539	514	190	90	23,000	.....	2	13
Hudsonville	Ottawa	123	114	180	62	2,000	.....	1	1
Hume Tp. 1	Huron	84	57	200	60	800	.....	1	.....
Imlay City	Lapeer	399	376	200	89	10,000	.....	1	10
Ionia	Ionia	1,583	1,321	200	96	61,000	.....	2	28
Iron Mountain	Dickinson	3,153	2,509	190	98	145,000	42,000 00	5	48
Iron River	Iron	498	305	165	80	8,400	.....	1	9
Ironwood	Gogebic	3,224	2,146	200	92	150,000	35,000 00	4	54
Ishpeming	Marquette	4,026	2,947	181	97	200,000	23,500 00	5	62
Ithaca	Gratiot	570	486	190	92	25,000	6,000 00	2	12
Jackson	Jackson	5,966	4,826	200	95	250,000	.....	8	78
Jamestown	Ottawa	165	122	180	67	2,000	29 50	1	1
Jasper	Lenawee	103	73	180	66	2,500	.....	1	1
Jerome	Hillsdale	96	63	176	83	1,500	.....	1	1
Jonesville	Hillsdale	348	288	200	87	30,000	.....	1	6
Kalamazoo	Kalamazoo	6,272	4,843	187	95	48,000	4,000 00	7	103
Kalkaska	Kalkaska	379	349	180	66	9,000	.....	2	5
Kendall	Van Buren	72	51	180	54	1,000	.....	.....	1
Kilmanagh	Huron	207	141	180	60	2,000	.....	1	2
Kingsley	G'd Traverse	210	188	180	62	3,500	200 00	1	2
Kingston	Tuscola	150	127	200	70	1,400	.....	1	1
Kochville Tp. 6	Saginaw	108	60	180	74	1,500	.....	.....	2

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
10	30	$600 00	$1,200 00	$60 00	$40 00	$1,800 00	$2,936 96	.....	.....
10	.....	550 00	.....	55 00	.....	550 00	7,123 11	.....	.....
8.8	5.2	393 75	150 00	45 00	28 57	543 75	780 40	6	$10 00
9	9	360 00	225 00	40 00	25 00	585 00	684 77	1	3 00
10	60	960 00	2,521 00	96 00	42 01	3,481 00	7,111 87	7	36 00
30	251.7	3,347 50	11,586 75	111 58	45 83	14,884 25	26,279 24	49	991 60
10	30	700 00	900 00	70 00	30 00	1,600 00	1,903 89	37	305 58
10	70	900 00	2,375 00	90 00	33 92	3,275 00	6,275 38	22	86 90
9	66	883 86	2,669 75	98 21	40 45	3,553 61	6,602 44	10	57 25
9	18	450 00	585 00	45 00	32 50	1,035 00	1,259 33	2	.....
9	27	500 00	738 00	55 55	27 33	1,238 00	1,563 57	3	10 40
9	27	500 00	868 50	55 55	32 17	1,368 50	1,988 19	.....	.....
9	71.1	800 00	2,363 50	88 89	33 24	3,163 50	4,138 41	31	133 35
9	54	765 00	1,998 00	85 00	37 00	2,763 00	3,507 27	29	282 33
40	150	2,625 00	5,455 00	65 62	36 36	8,080 00	11,429 67	29	417 10
10	20	600 00	600 00	60 00	30 00	1,200 00	1,722 10	19	105 31
9	36	450 00	1,125 00	50 00	31 25	1,575 00	2,008 82	24	121 71
10	30	1,000 00	1,300 00	100 00	43 33	2,300 00	4,742 37	9	64 88
19	218.5	2,000 00	7,802 55	105 26	35 70	9,802 55	23,197 05	61	741 76
30	360	2,648 88	12,524 63	88 29	34 79	15,173 51	29,379 35	35	136 40
10	10	400 00	270 00	40 00	27 00	670 00	918 97	.....	.....
.....	9.5	.....	342 00	.....	36 00	342 00	402 11	.....	.....
9	9	320 00	127 50	35 55	14 16	447 50	628 93	.....	.....
.....	20	.....	535 00	.....	26 75	535 00	764 88	.....	.....
10	.....	400 00	.....	40 00	.....	400 00	492 04	.....	.....
10	69.2	1,000 00	2,508 75	100 00	36 22	3,508 75	4,436 44	35	275 10
10	20	400 00	500 00	40 00	25 00	900 00	991 97	5	19 50
5.7	11	228 00	275 00	40 00	25 00	503 00	658 58	.....	.....
10	90	750 00	2,520 00	75 00	28 00	3,270 00	4,285 40	27	273 50
9	18	500 00	540 00	55 55	30 00	1,040 00	1,119 50	18	115 50
9.5	19	500 00	570 00	52 61	30 00	1,070 00	1,365 61	19	132 50
39	269	4,200 00	13,264 25	107 69	49 30	17,464 25	47,818 61	6	250 00
12	72.5	790 00	2,356 75	65 83	32 50	3,146 75	3,900 63	24	133 93
20	160	1,950 00	5,120 00	97 50	32 00	7,070 00	10,215 66	72	1,018 64
9	18	550 00	519 00	61 11	28 27	1,069 00	1,403 42	15	87 41
15	127.5	1,457 50	5,144 25	97 16	40 34	6,601 75	8,954 94	65	801 54
9	9	360 00	270 00	40 00	30 00	630 00	794 74	11	19 55
10	.....	400 00	.....	40 00	.....	400 00	594 27	.....	.....
10	80	900 00	2,428 13	90 00	30 35	3,328 13	4,407 59	17	174 13
20	280	2,000 00	12,045 86	100 00	43 02	14,045 86	19,237 57	102	1,020 42
47.5	456	5,281 11	22,929 10	111 18	50 28	28,210 21	69,562 40	2	30 00
9	78	720 00	3,360 00	80 00	43 07	4,080 00	6,352 45	5	32 90
40	540	4,550 00	23,716 50	113 75	43 91	28,266 50	45,536 92	42	375 00
47.5	617.5	6,650 00	31,615 12	140 00	51 19	38,265 12	57,485 98	1	5 00
19	104.8	1,700 00	3,416 75	89 50	32 61	5,116 75	13,877 17	44	317 55
80	780	8,175 00	40,736 67	102 18	52 22	48,911 67	67,014 51	32	399 50
9	9	405 00	270 00	45 00	30 00	675 00	868 42	3	23 25
9	9	426 00	270 00	47 33	30 00	696 00	981 73	6	18 75
9	9	360 00	225 00	40 00	25 00	585 00	812 68	8	.....
10	60	900 00	2,470 00	90 00	41 16	3,370 00	4,966 63	29	256 65
70	1,030	6,312 50	45,572 90	90 15	44 24	51,885 40	86,237 05	46	1,176 52
18	45	1,215 00	1,680 00	67 50	37 33	2,895 00	4,228 52	42	131 77
.....	9	.....	315 00	.....	35 00	315 00	521 26	4	1 20
9	7	378 00	184 60	42 00	26 35	562 60	761 50	4	2 32
9	18	450 00	630 00	50 00	35 00	1,080 00	1,443 28	6	16 00
10	10	450 00	248 75	45 00	24 87	698 75	828 44	5	26 75
.....	17	.....	467 00	.....	27 47	467 00	626 02	1	1 50

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Lacota	Van Buren	114	79	174	74	$2,000		1	1
Laingsburg	Shiawassee	175	120	198	94	5,000		2	2
Lake Ann	Benzie	78	98	180	53	3,500			2
Lake City	Missaukee	280	270	280	70	4,500			6
Lake Linden	Houghton	2,989	1,524	196	56	43,000		1	30
Lake Odessa	Ionia	376	360	187	88	10,000	$2,500 00	2	7
Lakeview	Montcalm	361	343	190	73	3,000		2	7
L'Anse	Baraga	476	352	184	75	7,500		2	8
Lansing	Ingham	4,597	3,210	189	93	167,000	15,000 00	4	76
Lapeer	Lapeer	672	550	194	97	49,000	2,500 00	2	18
Lawrence	Van Buren	204	173	180	89	8,000		1	6
Lawton	Van Buren	241	238	190	72	9,000	276 46	1	5
Leitch	Sanilac	98	78	200	51	1,000		1	
Lenox	Macomb	175	105	176	80	1,300		1	1
Leonard	Oakland	118	101	200	65	2,500	530 00	1	2
LeRoy	Osceola	203	131	180	78	5,000		1	3
Leslie	Ingham	276	207	200	86	10,000		1	5
Lexington	Sanilac	189	156	200	91	10,000		1	4
Linden	Genesee	170	142	196	64	4,000		1	3
Lisbon	Ottawa	124	82	180	80	1,500		1	2
Litchfield	Hillsdale	161	134	180	90	10,000		1	5
Lowell	Kent	651	459	200	80	18,000	1,500 00	1	13
Lucas	Missaukee	137	102	180	74	1,100		1	2
Ludington	Mason	2,594	1,971	186	95	100,000	12,000 00	3	40
Luther	Lake	289	252	190	71	4,500		1	5
Lyons	Ionia	198	133	180	90	4,500		1	3
McBain	Missaukee	215	176	180	70	5,000		1	4
McBride	Moncalm	164	115	185	81	2,000		1	2
McMillan Tp	Luce	468	520	200	49	12,000		3	11
McMillan Tp	Ontonagon	215	181	200	83	9,350		1	6
Mackinac Island	Mackinac	225	153	160	85	6,000		1	3
Mackinaw City	Cheboygan	230	139	180	80	6,000		1	3
Mancelona	Antrim	552	469	180	69	14,000		3	9
Manchester	Washtenaw	366	248	188	93	30,000		1	9
Manistee	Manistee	4,612	2,546	200	95	132,000	21,000 00	6	70
Manistique	Schoolcraft	1,245	1,141	200	92	60,000	11,000 00	2	24
Manton	Wexford	293	282	180	78	10,000		1	7
Maple Rapids	Clinton	176	153	200	87	3,000		1	3
Mapleridge	Arenac	94	75	200	55	1,200	680 00	1	1
Maple Ridge Tp	Delta	160	143	160	87	3,600	1,040 18		5
Marcellus	Cass	241	238	180	93	16,000	500 00	2	7
Marine City	St. Clair	1,312	716	200	90	57,000	29,000 00	2	11
Marion	Osceola	234	245	180	71	4,000	1,000 00	1	4
Marlette	Sanilac	346	259	194	92	15,000	9,500 00	2	7
Marquette	Marquette	3,183	1,907	191	92	250,000	90,000 00	6	40
Marshall	Calhoun	969	770	197	97	125,000	28,000 00	3	22
Martin	Allegan	128	75	187	92	4,000		1	2
Marysville	St. Clair	154	77	180	67	1,800		1	1
Mason	Ingham	406	345	200	91	18,000		1	11
Mattawan	Van Buren	99	69	158	56	6,000	1,600 00	1	1
Mayville	Tuscola	265	239	200	74	10,000	6,300 00	2	3
Mecosta	Mecosta	150	130	180	80	2,500		1	2
Memphis	Macomb	203	152	200	90	5,000		1	3
Mendon	St. Joseph	240	206	180	76	10,000	1,050 00	2	5
Menominee	Menominee	4,453	3,009	189	84	156,000	45,000 00	7	55
Mesick	Wexford	133	114	190	81	1,700	125 00	1	2
Metamora	Lapeer	102	76	178	89	3,000		2	1
Michigamme	Marquette	307	337	187	87	9,000		1	6

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	9	$315 00	$234 00	$35 00	$26 00	$549 00	$650 10	.....	.....
20	20	950 00	600 00	47 50	30 00	1,550 50	2,074 63	30	$210 88
.....	18	.....	675 00	.....	37 50	675 00	901 78	.....	.....
.....	54	.....	1,845 00	.....	34 16	1,845 00	2,353 03	12	.....
10	290	1,800 00	15,897 50	180 00	54 81	17,697 50	35,517 05	1	20 00
19	63.2	1,026 00	1,814 50	54 00	28 68	2,840 50	5,772 86	45	351 00
19	66.5	955 75	1,861 00	50 30	27 98	2,816 75	3,624 99	41	335 19
20	76	1,800 00	3,430 00	90 00	45 13	5,230 00	7,526 91	.....	.....
40	760	3,950 00	33,781 62	98 75	44 44	37,731 62	55,742 96	47	567 51
20	180	1,788 75	5,998 65	89 43	33 32	7,777 40	16,883 05	49	767 00
9	54	800 00	1,584 00	88 89	29 33	2,384 00	3,387 33	51	475 98
9.5	47.5	550 00	1,529 50	57 89	32 20	2,079 50	3,265 20	27	178 14
10	.....	400 00	.....	40 00	.....	400 00	475 60	3	.....
9	9	375 30	225 00	41 70	25 00	600 30	767 78	.....	.....
10	20	350 00	450 00	35 00	22 50	800 00	1,061 57	7	10 00
9	27	540 00	945 00	60 00	35 00	1,485 00	1,904 13	6	12 50
10	50	800 00	1,847 00	80 00	36 94	2,647 00	3,496 76	31	228 75
10	40	700 00	1,300 00	70 00	32 50	2,000 00	2,702 97	12	116 57
10	30	600 00	850 00	60 00	28 33	1,450 00	1,878 71	28	173 75
9	18	450 00	450 00	50 00	25 00	900 00	1,164 99	6	30 66
9	36	650 00	1,224 00	72 22	34 00	1,874 00	2,598 85	24	267 24
10	130	1,000 00	4,020 00	100 00	30 92	5,020 00	8,646 80	34	360 00
4	14	160 00	470 00	40 00	33 57	630 00	855 49	.....	.....
28.5	390	2,870 00	16,234 80	100 70	42 72	19,104 80	26,163 09	21	266 65
9.5	40.5	650 00	1,301 25	68 42	32 12	1,951 25	2,612 20	7	19 00
9	27	550 00	928 00	61 11	34 37	1,478 00	2,694 23	17	86 00
9	31	450 00	984 00	50 00	31 74	1,434 00	2,619 41	1	4 50
9.5	19	600 00	617 50	63 15	32 50	1,217 50	1,432 21	18	68 23
30	90	2,550 00	3,535 00	85 00	39 27	6,085 00	11,445 04	8	.....
10	50	750 00	2,765 00	75 00	55 30	3,515 00	5,895 60	.....	.....
8	24	640 00	1,050 00	80 00	43 75	1,650 00	3,039 23	.....	.....
9	27	540 00	900 00	60 00	33 33	1,440 00	2,037 74	.....	.....
18	81	1,071 50	2,970 00	59 52	36 67	4,041 50	5,916 92	1	2 40
10	80	950 00	2,555 50	95 00	31 94	3,505 50	4,833 86	31	417 18
60	700	5,648 37	29,046 48	94 14	41 49	34,694 85	47,757 46	62	701 47
20	233	2,000 00	10,393 50	100 00	44 60	12,393 50	18,528 59	14	.....
9	58	630 00	1,850 00	70 00	31 89	2,480 00	3,610 01	22	149 40
10	30	600 00	900 00	60 00	30 00	1,500 00	1,890 06	9	30 96
10	5.5	400 00	110 00	40 00	20 00	510 00	1,127 45	.....	.....
.....	42	.....	1,470 00	.....	35 00	1,470 00	4,525 41	.....	.....
18	45	1,060 00	1,660 63	58 89	36 90	2,720 63	3,730 24	26	350 88
20	110	1,560 00	4,570 00	77 50	41 54	6,130 00	14,784 98	30	62 43
9	28.5	500 00	879 00	55 55	30 84	1,379 00	1,992 70	11	74 70
20	60	1,320 00	1,800 00	66 00	30 00	3,120 00	4,819 05	.....	333 23
60	400	6,350 00	19,715 50	105 83	49 28	26,065 50	102,966 86	.....	.....
30	230	2,580 00	8,071 60	85 00	35 08	10,621 60	16,457 57	44	765 02
9.5	19	665 00	601 66	70 00	31 66	1,266 66	1,639 56	25	169 39
9	9	360 00	225 00	40 00	25 00	585 00	733 37	.....	.....
10	110	1,050 00	3,885 75	105 00	35 32	4,935 75	6,772 69	70	581 84
8	8	325 00	224 00	40 62	28 00	549 00	5,182 76	.....	.....
20	20	900 00	900 00	45 00	30 00	1,800 00	2,643 72	12	36 00
9	18	500 00	522 00	55 55	29 00	1,022 00	1,142 56	.....	.....
10	30	650 00	920 00	65 00	30 67	1,570 00	2,420 70	10	131 77
18	45	1,060 00	1,485 00	58 89	33 00	2,545 00	3,266 01	34	195 31
66.5	522.5	5,808 83	25,059 90	87 35	47 96	30,868 73	47,200 75	33	228 34
9	18	360 00	585 00	40 00	32 50	945 00	1,341 92	12	10 00
18	9	738 00	252 00	41 00	28 00	990 00	1,171 54	9	45 25
10	60	1,000 00	2,550 00	100 00	42 50	3,550 00	5,921 09	.....	.....

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Middleton	Gratiot	149	116	180	62	$2,500	$300 00	1	1
Middleville	Barry	212	184	200	81	10,000		1	7
Midland	Midland	770	666	200	94	45,000		2	13
Milan	Washtenaw	272	273	180	82	20,000	14,000 00	1	8
Milford	Oakland	255	223	200	83	16,000	500 00	1	6
Millburg	Berrien	105	83	155	80	2,500		1	2
Millington	Tuscola	210	205	192	82	6,500		2	4
Minden City	Sanilac	188	130	180	70	2,000		1	1
Monroe	Monroe	1,688	773	189	93	38,000	10,000 00	4	15
Millersburg	Presque Isle	204	186	200	66	5,000	2,400 00	1	2
Mills	Sanilac	116	82	184	50	1,000		1	
Montague	Muskegon	290	251	180	90	20,000		3	7
Morenci	Lenawee	275	233	180	87	9,000		1	6
Morely	Mecosta	147	100	190	.78	4,000		1	2
Morrice	Shiawassee	136	126	190	.84	5,000		2	3
Moscow	Hillsdale	70	54	180	80	1,000		1	1
Mt. Clemens	Macomb	2,269	1,237	200	96	90,000	30,000 00	4	26
Mt. Morris	Genesee	161	132	200	63	6,000		1	2
Mt. Pleasant	Isabella	1,043	846	200	94	29,300	11,500 00	3	21
Muir	Ionia	135	111	179	93	5,700		1	3
Mulliken	Eaton	117	76	160	80	4,000	1,006 29	1	2
Munising Tp	Alger	699	573	200	66	12,000	3,920 20	1	14
Muskegon	Muskegon	7,495	5,712	200	94	575,000	37,500 00	5	101
Muskegon Heights	Muskegon	350	282	200	72	1,400	8,000 00	1	5
Napoleon	Jackson	96	80	190	87	6,000		1	2
Nashville	Barry	327	284	200	92			2	8
Negaunee	Marquette	2,411	1,398	200	96	60,000	37,864 53	3	32
Newaygo	Newaygo	494	374	200	73	6,500		1	7
New Baltimore	Macomb	256	113	200	75	20,000		1	3
New Buffalo	Berrien	184	174	180	86	4,000		1	3
New Haven	Macomb	166	143	180	83	1,000		1	3
New Holland	Ottawa	172	113	200	68	1,000		1	1
New Hudson	Oakland	58	46	180	74	2,000		1	1
New Troy	Berrien	164	151	160	81	4,000		2	2
Niles	Berrien	1,216	972	189	97	50,000		2	24
Noordeloos	Ottawa	98	62	200	74	1,200	600 00	1	1
North Adams	Hillsdale	122	87	180	86	10,000		1	3
North Branch	Lapeer	216	180	194	92	10,000		1	5
North Muskegon	Muskegon	186	115	160	76	10,000	3,200 00	1	2
Northport	Leelanau	249	206	180	90	4,000		2	3
North Star	Gratiot	125	93	160	69	2,000		1	1
Northville	Wayne	415	363	200	95	20,000		2	10
Norway	Dickinson	1,682	1,075	187	88	26,700	10,755 00	2	13
Nunica	Ottawa	111	29	179	78	2,500		1	1
Oakley	Saginaw	111	80	180	60	1,400		1	1
Ogden Center	Lenawee	74	65	160	63	3,500		1	1
Okemos	Ingham	126	123	180	70	3,000		1	2
Old Mission	G'd Traverse	95	76	160	75	3,000	1,425 00	1	1
Olivet	Eaton	236	223	200	82	9,000		1	6
Omer	Arenac	222	171	180	80	5,000	4,200 00	1	3
Onaway	Presque Isle	603	371	200	35	8,500	12,500 00	1	6
Onekama	Manistee	176	136	180	64	800		1	2
Onondaga	Ingham	106	84	180	73	600		1	1
Ontonagon Tp	Ontonagon	455	381	200	78	25,000	13,800 00		15
Orange	Ionia	70	71	180	54	350	250 00	1	
Orion	Oakland	279	185	197	63	10,000		1	5
Ortonville	Oakland	105	77	200	82	3,000		1	2
Osceola Tp. I	Houghton	2,104	1,444	200	80	1,400		4	28

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	9	$405 00	$270 00	$45 00	$30 00	$675 00	$867 76	6	$22 00
10	60	750 00	1,926 25	75 00	32 10	2,676 25	3,567 69	30	183 95
20	130	1,400 00	5,800 00	70 00	44 61	7,200 00	9,368 47	15	78 00
9	63	750 00	1,935 00	83 33	30 71	2,685 00	4,217 30	30	354 00
10	60	950 00	1,865 00	95 00	31 08	2,815 00	3,704 77	16	160 00
8	15	365 00	431 00	48 62	28 73	796 00	1,133 35	8	59 92
10	34	550 00	903 00	55 00	26 56	1,453 00	2,361 96	15	115 50
9	9	496 00	256 50	55 00	28 50	757 50	933 35	8	.....
40	150	3,250 00	5,605 00	81 25	37 33	8,855 00	13,604 75	79	963 40
10	20	600 00	700 00	60 00	35 00	1,431 32	2,132 27	2	.....
10	.....	380 00	.....	38 00	.....	380 00	496 53	1	.....
27	46.5	1,135 00	1,541 00	42 03	33 13	2,676 00	4,137 04	20	121 50
9	54	800 00	1,656 00	88 89	30 66	2,466 00	3,404 33	27	80 72
9.5	18	600 00	504 00	63 15	28 00	1,104 00	1,299 07	8	22 55
13.5	24.5	690 00	735 00	51 11	30 00	1,425 00	2,108 44	27	177 81
9	9	380 00	225 00	42 22	25 00	605 00	759 08	5	38 75
40	260	3,550 00	10,367 50	88 75	39 87	13,917 50	57,216 30	23	191 76
10	20	600 00	550 00	60 00	27 50	1,150 00	1,601 90	15	101 25
30	210	2,084 00	6,809 00	69 37	32 42	8,893 00	12,138 78	34	175 00
9	27	500 00	810 00	55 55	30 00	1,310 00	1,811 78	10	37 30
9	16.5	405 00	535 00	45 00	24 54	964 20	1,661 89	6	13 00
10	128	1,100 00	6,180 00	110 00	48 28	7,280 00	11,672 78	.....	.....
50	1,010	6,333 50	43,646 68	126 67	43 21	49,980 18	108,021 80	20	176 70
10	50	750 00	1,676 00	75 00	33 52	2,426 00	4,182 50	16	114 11
9.5	19	550 00	550 00	57 89	28 94	1,100 00	1,564 78	8	73 38
20	72.5	1,200 00	2,230 00	60 00	30 75	3,430 00	4,616 63	21	333 30
30	320	3,000 00	15,364 37	100 00	48 01	18,364 37	42,052 64	.....	.....
10	66	800 00	2,170 00	80 00	32 88	2,970 00	4,014 27	15	81 94
10	30	650 00	1,014 31	65 00	33 81	1,664 31	2,373 53	4	4 00
9	27	540 00	945 00	60 00	35 00	1,485 00	1,849 95	11	63 00
9.6	18.7	478 25	552 00	50 02	29 14	1,030 25	1,335 09	10	60 25
10	10	450 00	300 00	45 00	30 00	750 00	929 54	.....	.....
9	9	405 00	225 00	45 00	25 00	630 00	776 36	8	31 70
8	17	400 00	510 00	50 00	30 00	910 00	1,540 00	7	24 00
19	209	2,500 00	8,501 25	131 58	40 67	11,001 25	14,713 42	54	666 00
10	5	400 00	120 00	40 00	24 00	529 00	790 77	3	8 05
9	27	500 00	792 00	55 55	29 33	1,292 03	1,895 07	43	335 00
10	50	750 00	1,550 00	75 00	31 00	2,300 00	3,303 90	28	314 54
8	13.7	320 00	405 00	40 00	29 45	725 00	1,007 12	.....	.....
13	27	700 00	945 00	53 84	35 00	1,645 00	2,336 36	12	82 75
8	8	336 00	212 00	42 00	26 50	548 00	729 37	9	22 75
17.5	90	1,000 00	3,225 00	57 14	35 83	4,225 00	5,328 90	29	307 54
19	123.5	2,179 73	6,367 49	114 72	51 55	8,547 22	12,717 55	4	245 10
9	9	432 00	270 00	48 00	30 00	702 00	859 30	.....	.....
9	8	356 00	198 75	39 55	24 84	554 75	751 75	2	2 00
8	8	264 88	180 00	33 11	22 50	444 88	548 09	14	3 00
9	18	432 00	540 00	48 00	30 00	972 00	1,297 46	15	87 00
8	8	360 00	208 00	45 00	26 00	568 00	898 11	.....	.....
10	59.7	850 00	1,736 50	85 00	29 04	2,586 50	3,422 75	33	350 57
9	27	450 00	855 00	50 00	31 66	1,305 00	2,043 81	4	.....
10	60	700 00	2,000 00	70 00	33 33	2,700 00	4,425 00	5	18 75
9	17.5	450 00	559 20	50 00	31 96	1,009 20	1,379 72	7	24 56
9	9	360 00	252 00	40 00	28 00	612 00	752 28	3	10 00
.....	141	.....	6,635 00	.....	47 05	6,635 00	12,648 30	.....	.....
9	.....	270 00	.....	30 00	.....	270 00	337 35	.....	.....
10	49.5	550 00	1,196 50	55 00	24 17	1,746 50	2,410 48	28	67 90
10	20	650 00	560 00	65 00	28 00	1,210 00	1,396 66	34	222 73
40	270	3,375 00	13,488 25	84 37	49 95	16,863 25	27,916 67	.....	.....

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 12 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Oscoda	Iosco	463	286	180	89	$1,500			8
Osseo	Hillsdale	92	76	180	75	1,500		1	2
Otisco Tp. 1	Ionia	64	55	180	62	1,200		1	1
Otisville	Genesee	129	84	192	80	2,000		2	1
Otsego	Allegan	605	484	180	98	7,500	$5,929 03	1	17
Otter Lake	Lapeer	87	61	180	90	1,060		1	1
Otto	Sanilac	89	72	200	47	475		1	
Overisal	Allegan	121	85	180	92	2,000		1	1
Ovid	Clinton	391	337	200	90	15,000		3	6
Owosso	Shiawassee	2,471	1,957	195	94	150,000	29,000 00	7	38
Oxford	Oakland	282	210	200	89	7,000		2	6
Palmyra	Lenawee	85	81	180	84	2,000		1	1
Palo	Ionia	86	67	200	88	4,000		1	2
Paris Tp. 1	Kent	98	57	199	82	1,000			2
Parma	Jackson	158	148	200	85	10,000		2	3
Paw Paw	Van Buren	394	290	196	96	75,000		3	6
Pentwater	Oceana	332	305	180	77	10,000		2	7
Perry	Shiawassee	206	164	190	45	10,000	6,775 00	1	4
Petersburg	Monroe	206	160	180	88	9,000		1	4
Petoskey	Emmet	1,509	1,185	189	94	45,000	18,000 00	3	26
Pewamo	Ionia	146	116	180	81	1,000		1	2
Pickford	Chippewa	171	128	200	78	200		1	1
Pierson	Montcalm	106	92	172	85	1,500		1	1
Pigeon	Huron	306	191	196	58	4,000	1,650 00	1	2
Pinckney	Livingston	137	132	200	72	8,000		2	2
Pinconning	Bay	358	208	197	71	3,000	400 00	2	3
Pine Run	Genesee	61	41	180	50	700		1	
Pinnebog	Huron	138	110	200	57	2,000		1	1
Pittsford	Hillsdale	120	86	190	80	4,000		2	2
Plainwell	Allegan	306	293	190	89	12,000		1	10
Plymouth	Wayne	482	460	195	91	25,000	1,000 00	1	10
Pontiac	Oakland	2,115	1,576	193	93	150,000	57,447 45	3	36
Port Austin	Huron	273	187	200	75	3,000		2	2
Port Hope	Huron	209	98	197	74	1,800		1	2
Port Huron	St. Clair	6,175	4,005	200	96	650,200		4	76
Port Sanilac	Sanilac	135	107	180	65	2,000		1	2
Portland	Ionia	478	448	190	69	16,000	1,000 00		15
Potterville	Eaton	177	150	180	66	2,500		1	2
Prescott	Ogemaw	107	97	180	64	1,000			2
Quincy	Branch	322	245	200	93	10,000		1	7
Ravenna	Muskegon	179	144	178	69	3,000		2	2
Reading	Hillsdale	241	219	183	85	8,500		1	5
Reed City	Osceola	699	602	187	75	30,000	3,000 00	2	11
Reese	Tuscola	215	121	197	68	1,600		1	1
Remus	Mecosta	127	102	162	75	3,500	978 00	1	1
Republic Tp	Marquette	793	662	200	67	17,000		1	11
Richland	Kalamazoo	104	90	190	93	4,000		1	3
Richmond	Macomb	221	172	180	61	8,000		1	4
Ridgeway	Lenawee	78	66	180	85	2,000		1	1
Rochester	Oakland	385	337	198	77	14,000		1	7
Rockford	Kent	200	166	199	88	20,000		1	5
Rockland Tp	Ontonagon	382	212	200	99	8,500	1,068 98	3	6
Rockwood	Wayne	99	93	200	66	3,000	318 00	1	1
Rogers	Presque Isle	309	253	160	70	7,000	4,500 00	2	4
Romeo	Macomb	471	390	190	79	30,000		3	8
Roscommon	Roscommon	252	123	180	94	3,500	3,000 00	1	5

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
.....	63.5	.....	$1,995 00	.....	$31 41	$1,995 00	$2,683 95	2	$12 00
9	9	$360 00	243 00	$40 00	27 00	603 00	675 19	1	2 00
9	9	315 00	180 00	35 00	20 00	495 00	636 44	2	.....
20	10	750 00	250 00	37 50	25 00	1,000 00	1,157 37	.....	.....
9	136	1,100 00	4,750 48	122 22	34 93	5,850 48	11,065 55	24	281 50
9	9	360 00	216 00	40 00	24 00	576 00	804 59	7	23 28
10	.....	350 00	.....	35 00	.....	350 00	471 62	2	.....
9	9	382 50	225 00	42 50	25 00	607 50	681 64	6	12 00
30	60	1,785 00	2,241 25	59 50	37 35	4,026 25	5,279 02	40	466 55
70	380	5,550 00	15,382 05	78 71	40 47	20,882 05	30,760 87	35	658 07
20	60	1,050 00	2,025 00	52 50	33 75	3,075 00	4,563 58	25	260 10
9	9	450 00	270 00	45 00	30 00	720 00	877 80	6	15 50
10	20	450 00	530 00	45 00	26 50	980 00	1,301 27	20	209 25
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	20	.....	494 00	.....	24 70	494 00	705 02	1	1 00
20	27.7	1,050 00	832 50	52 50	30 00	1,882 50	2,434 79	19	207 25
20	60	1,600 00	2,320 00	80 00	28 67	3,920 00	6,673 80	60	634 74
9.5	64	950 00	2,040 00	100 00	31 87	2,990 00	3,953 15	3	13 00
9.5	38	665 00	1,140 00	70 00	30 00	1,805 00	12,375 10	31	152 37
9	36	630 00	1,170 00	70 00	32 50	1,800 00	2,276 27	10	85 44
28.5	247	2,750 00	9,896 81	96 49	40 06	12,646 81	27,751 31	29	313 90
9	18	450 00	540 00	50 00	30 00	990 00	1,782 52	4	24 50
10	10	500 00	300 00	50 00	30 00	800 00	813 90	2	3 90
9	9	382 50	270 00	42 50	30 00	652 50	800 19	9	29 66
10	20	525 00	580 00	52 50	29 00	1,105 00	1,424 49	2	.....
20	20	1,050 00	600 00	52 50	30 00	1,650 00	2,147 78	17	111 75
20	30	1,000 00	1,100 00	50 00	36 66	2,100 00	2,480 25	7	15 50
9	.....	288 00	.....	32 00	.....	288 00	327 36	.....	.....
10	10	500 00	270 00	50 00	27 00	770 00	850 40	5	16 25
9.5	19	456 00	560 00	48 00	29 47	1,016 00	1,378 20	40	201 33
9.5	87.1	1,050 00	2,975 50	110 53	34 16	4,025 50	5,218 26	52	604 28
19	97	1,000 00	3,527 50	100 00	36 36	4,527 50	6,297 00	34	357 63
30	334	3,250 00	14,092 24	108 33	42 19	17,342 24	96,284 58	66	839 92
20	20	1,000 00	600 00	50 00	30 00	1,600 00	2,071 40	4	4 50
10	20	500 00	600 00	50 00	30 00	1,100 00	1,414 98	.....	.....
40	760	4,000 00	30,653 10	100 00	40 33	34,653 10	59,777 94	12	166 48
9	18	450 00	459 00	50 00	25 50	909 00	1,438 63	3	.....
.....	127.2	.....	4,879 25	.....	38 34	4,879 25	8,130 62	32	325 19
9	18	405 00	570 00	45 00	31 66	975 00	1,258 86	9	44 35
.....	18	.....	585 00	.....	32 50	585 00	686 70	.....	.....
10	70	900 00	2,400 00	90 00	34 28	3,300 00	4,451 43	40	422 00
9	18	450 00	540 00	50 00	30 00	990 00	1,246 22	7	30 00
9.5	47	950 00	1,729 00	100 00	36 72	2,679 00	3,846 19	30	277 62
19	104 5	1,320 00	4,035 00	72 63	38 61	5,415 00	6,909 58	32	135 50
10	10	450 00	350 00	45 00	35 00	800 00	1,090 11	6	15 00
9	9	405 00	270 00	45 00	30 00	675 00	945 66	2	3 00
10	110	1,300 00	5,250 00	130 00	47 72	6,550 00	10,654 04	2	.....
9.5	28.5	577 00	969 00	60 07	34 00	1,546 00	1,939 33	22	233 35
9	36	700 00	1,242 00	77 78	34 50	1,942 00	2,705 90	28	298 90
9	9	432 00	243 00	48 00	27 00	675 00	792 25	7	20 00
10	50	900 00	1,767 50	90 00	35 35	2,667 50	4,341 82	23	193 60
10	50	700 00	1,550 00	70 00	31 00	2,250 00	3,132 36	38	398 80
24	60	1,660 00	2,735 00	69 16	45 58	4,395 00	8,022 22	.....	.....
10	10	400 00	297 00	40 00	29 70	697 00	909 89	1	6 00
16	21	820 00	390 00	51 25	18 57	1,210 00	5,812 20	.....	.....
30	78.2	2,040 00	2,456 25	68 00	31 39	4,496 25	6,227 08	32	443 00
9	18	500 00	581 50	55 55	32 30	1,081 50	1,519 47	.....	.....

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Rose City	Ogemaw	266	173	200	72	$3,500	$2,500 00	1	2
Royal Oak	Oakland	252	182	175	78	12,000	8,000 00	1	3
Saganing	Arenac	144	113	180	72	2,000		1	1
Saginaw	Saginaw	7,986	5,005	195	95	442,048		13	133
Saginaw, W. S	Saginaw	5,486	3,306	200	95	209,289	15,000 00	6	73
St. Charles	Saginaw	499	448	200	52	15,000	1,000 00	1	7
St. Clair	St. Clair	756	610	200	95	35,000		2	12
St. Ignace	Mackinac	742	553	179	90	12,000	12,875 00	1	9
St. Johns	Clinton	890	667	190	92	50,000		5	15
St. Joseph	Berrien	1,441	1,056	180	92	65,000	10,833 63	3	27
St. Louis	Gratiot	602	547	193	93	25,000	13,000 00	4	10
Saline	Washtenaw	236	201	200	86	25,000	2,500 00	1	6
Sand Lake	Kent	131	90	178	97	2,500		1	2
Sanilac Center	Sanilac	280	239	176	60	10,000	6,100 00	1	3
Sanilac Tp. 3	Sanilac	64	48	174	44	700		1	
Sanilac Tp. 8 fl	Sanilac	68	53	180	67	600		1	
Saranac	Ionia	287	270	200	80	10,000		2	5
Saugatuck	Allegan	245	219	190	80	12,000	1,800 00	1	5
Sault Ste. Marie	Chippewa	3,325	2,740	200	95	215,000	108,000 00	8	39
Schoolcraft	Kalamazoo	200	157	180	89	24,000		1	6
Scotts	Kalamazoo	96	95	180	62	4,000		2	1
Scottville	Mason	236	231	180	75	5,000		3	4
Sebewaing	Huron	582	267	200	65	4,500		2	3
Shelby	Oceana	389	396	180	81	7,000		1	7
Shepherd	Isabella	275	204	180	90	2,500		2	3
Sheridan Tp. 1	Newaygo	101	75	180	61	1,000		1	1
Sheridan	Montcalm	151	131	200	74	5,265	4,275 00	2	2
Sherman	Wexford	140	158	180	61	3,000		1	2
Sherwood	Branch	121	76	190	84	6,000	45 00	2	2
Soule	Huron	121	77	200	76	1,500	900 00		1
South Boardman	Kalkaska	122	110	160	30	1,000		1	1
South Frankfort	Benzie	207	145	200	78	4,500		1	4
South Haven	Van Buren	1,000	795	190	89	30,000	2,000 00	1	23
South Lyon	Oakland	196	150	190	92	4,000		1	4
Sparta	Kent	412	342	200	80	10,000	8,000 00	1	8
Spring Lake	Ottawa	290	199	180	68	6,000		1	5
Springport	Jackson	138	98	200	85	5,000		2	3
Springwells Tp. 1	Wayne	761	575	178	64	40,000	27,500 00	1	8
Springwells Tp. 3	Wayne	428	210	200	71	12,000	8,000 00		5
Springwells Tp. 4	Wayne	1,217	349	200	79	20,000	9,000 00	1	9
Springwells Tp. 7	Wayne	875	619	200	70	45,000	35,000 00	1	12
Stambaugh	Iron	486	407	145	74	8,000	100 00	2	10
Standish	Arenac	436	316	200	80	8,000	4,000 00	2	5
Stanton	Montcalm	418	369	190	80	9,000		1	9
Stanwood	Mecosta	127	104	160	46	1,600	200 00	1	1
Stephenson Tp	Menominee	1,245	925	144	63	18,000		3	16
Sterling	Arenac	215	175	180	60	3,000		1	2
Stevensville	Berrien	275	176	150	74	5,500	400 00	1	4
Stockbridge	Ingham	195	167	200	87	7,000		1	4
Sturgis	St. Joseph	599	480	190	78	50,000		1	12
Sumner	Gratiot	102	96	180	55	3,500		3	1
Superior Tp	Chippewa	395	446	186	73	3,700	1,400 00	4	7
Sutton's Bay	Leelanau	237	95	160	81	6,000		1	2
Tallmadge Tp. 1 fl	Ottawa	102	77	180	82	2,000		1	1
Tawas City	Iosco	505	304	200	80	7,500		1	6
Tecumseh	Lenawee	593	488	183	96	26,000		1	14
Tekonsha	Calhoun	173	161	180	79	5,000	102 46	2	3

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
10	20	$500 00	$700 00	$50 00	$35 00	$1,200 00	$1,544 53	10	.....
8.8	26.2	527 50	813 75	60 02	31 00	1,341 25	1,762 24	10	$49 00
9	9	360 00	180 00	40 00	20 00	540 00	723 16	.....	.....
130	1,330	14,733 20	62,882 82	113 33	47 28	77,616 02	109,642 07	56	910 43
60	730	6,100 00	30,347 80	101 67	41 57	36,447 80	65,440 66	22	198 13
10	70	600 00	2,350 00	60 00	33 57	2,950 00	4,157 13	9	53 00
20	120	1,600 00	4,210 00	80 00	35 08	5,810 00	9,239 96	18	176 00
9	81	585 00	3,185 00	65 00	39 31	3,770 00	7,523 12	2	.....
49.3	150	3,224 00	5,930 00	65 39	39 53	9,154 00	13,553 80	71	1,084 00
27	243	2,850 00	9,280 50	105 55	38 19	12,130 50	25,975 97	16	118 70
40	100	2,600 00	3,175 00	65 00	31 75	5,775 00	8,660 60	40	263 28
10	60	950 00	2,120 00	95 00	35 33	3,070 00	4,278 10	24	245 00
9	18	450 00	450 00	50 00	25 00	900 00	1,364 43	14	88 75
9	27	540 00	738 00	60 00	27 33	1,278 00	2,378 21	11	40 25
9	.....	300 00	.....	33 33	.....	300 00	351 70	2	.....
9	.....	270 00	.....	30 00	.....	270 00	320 33	4	.....
20	50	980 00	1,425 00	49 00	28 50	2,405 00	3,187 92	30	293 61
9	37.7	850 00	1,052 00	94 44	27 86	1,902 50	2,803 51	13	95 18
80	390	6,131 25	19,869 44	76 64	50 94	26,000 69	76,950 09	.....	.....
9	54	1,000 00	2,170 00	111 11	40 18	3,170 00	3,996 94	23	326 15
8	9	337 50	225 00	42 18	25 00	562 50	1,034 63	3	47 90
17	27.5	870 00	955 00	51 17	34 72	1,825 00	2,670 62	13	78 64
12.7	30	710 00	950 00	55 68	31 67	1,660 00	3,147 76	5	21 50
9	63	800 00	2,037 50	88 88	32 34	2,837 50	4,563 79	27	201 52
18	27	846 25	828 00	47 01	30 66	1,674 25	1,905 43	4	30 00
9	9	335 25	206 25	27 25	22 91	541 50	678 54	.....	.....
20	20	1,000 00	600 00	50 00	30 00	1,600 00	2,300 63	31	105 75
9	18	500 00	630 00	55 55	35 00	1,130 00	1,742 95	8	37 00
19	19	783 75	570 00	41 25	30 00	1,353 75	1,843 36	15	79 87
.....	10	.....	400 00	.....	40 00	400 00	531 05	.....	.....
8	8	360 00	320 00	45 00	40 00	680 00	859 53	.....	.....
10	20	650 00	915 00	65 00	30 50	1,565 00	1,896 94	.....	.....
9.5	174	1,200 00	6,175 62	126 31	35 49	7,375 62	12,984 18	151	1,375 55
9.5	38	600 00	1,140 00	63 15	30 00	1,740 00	2,419 33	162	358 84
10	66.5	800 00	2,375 00	80 00	35 71	3,175 00	5,439 54	19	206 49
9	44.5	700 00	1,380 00	77 78	31 01	2,080 00	2,638 66	3	4 00
20	30	1,050 00	950 00	52 50	31 67	2,000 00	2,583 65	20	123 82
10	78	890 00	3,228 25	89 00	41 38	4,118 25	7,148 72	6	13 75
.....	50	.....	2,450 00	.....	49 00	2,450 00	3,988 47	.....	.....
10	80	900 00	3,000 00	90 00	37 50	3,900 00	7,169 82	1	.....
10	106.5	1,100 00	4,327 50	110 00	40 63	5,427 50	32,062 32	14	65 00
16	66	910 00	2,440 00	56 87	36 98	3,350 00	4,913 53	.....	.....
20	50	534 50	1,100 00	26 72	32 00	2,134 50	3,647 21	14	.....
9.5	85.5	807 50	2,701 33	85 00	31 59	3,508 83	4,570 73	30	168 75
9	9	405 00	225 00	45 00	25 00	630 00	813 62	10	23 75
26	135	1,561 00	4,698 00	52 30	34 80	6,259 00	10,630 45	14	.....
9	18	495 00	450 00	55 00	25 00	945 00	1,268 15	6	.....
7.5	30	560 00	1,045 00	74 67	34 83	1,605 00	3,260 80	6	36 89
10	40	650 00	1,300 00	65 00	32 50	1,950 00	2,565 55	11	73 36
9.5	114	1,000 00	3,971 00	105 26	33 86	4,971 00	6,831 47	13	164 01
9	9	361 88	271 00	40 20	30 11	632 88	837 33	2	10 50
38	55	1,945 00	1,993 00	51 18	36 23	3,938 00	6,089 82	.....	.....
8	16	400 00	560 00	50 00	35 00	960 00	1,399 70	3	2 33
9	9	450 00	292 50	50 00	32 50	742 50	1,147 94	8	47 75
10	60	700 00	2,100 00	70 00	35 00	2,800 00	3,457 84	4	2 25
9.5	133	1,200 00	5,225 00	126 31	39 28	6,425 00	10,013 60	43	536 61
16.8	19.2	901 25	613 75	53 80	31 88	1,515 00	2,117 04	14	111 16

TABLE XVI.—CONCLUDED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Thompsonville	Benzie	340	329	180	82	$4,000		1	5
Thornville	Lapeer	88	71	180	81	2,000		1	1
Three Oaks	Berrien	421	292	180	88	7,000		1	6
Three Rivers	St. Joseph	935	826	188	74	25,000		4	21
Traverse City	G'd Traverse	2,895	1,982	179	94	140,000	$19,000 00	4	45
Trenton	Wayne	408	285	190	85	23,000	21,100 00	1	7
Turner	Arenac	226	224	196	56	2,500	1,380 00	1	2
Tuscola	Tuscola	121	77	180	62	1,500		1	1
Tustin	Osceola	148	120	180	88	3,500	550 00	1	2
Union City	Branch	356	290	200	80	25,000		2	11
Unionville	Tuscola	227	108	190	92	2,500		1	2
Utica	Macomb	227	147	200	72	8,000		1	5
Vandalia	Cass	156	127	180	94	6,000		2	2
Vanderbilt	Otsego	178	142	180	60	2,000		2	3
Vassar	Tuscola	517	415	200	67	25,000		1	10
Vermontville	Eaton	204	182	190	94	10,000		1	5
Vernon	Shiawasee	148	111	200	98	6,500	2,500 00	1	3
Vicksburg	Kalamazoo	213	231	180	74	9,000	500 00	3	4
Vriesland	Ottawa	157	127	200	72	2,500		1	1
Wakefield Tp	Gogebic	560	403	195	71	22,000	17,000 00	3	8
Waldron	Hillsdale	132	111	180	88	2,500		1	2
Walled Lake	Oakland	61	51	180	66	600		1	1
Warren	Macomb	117	74	180	80	2,600		1	1
Warren Tp. 1 fl	Macomb	111	73	180	68	1,600			4
Washington Tp. 12 fl	Macomb	75	50	200	72	1,500		1	1
Watervliet	Berrien	353	294	180	90	10,000	2,000 00	1	6
Wayland	Allegan	145	139	180	90	7,500	2,500 00	1	3
Wayne	Wayne	340	313	200	92	15,000		1	10
Webberville	Ingham	142	113	180	70	4,000		1	2
Weidman	Isabella	211	133	180	64	2,400	600 00	1	3
West Bay City	Bay	4,314	2,778	196	93	150,000	86,000 00	7	54
West Branch	Ogemaw	577	419	190	80	13,000	12,000 00	1	6
Weston	Lenawee	94	91	180	64	4,000		1	1
Wheeler	Gratiot	96	81	160	48	1,200		1	1
White Cloud	Newaygo	191	178	180	54	7,000	1,000 00	1	3
Whitehall	Muskegon	519	425	190	77	30,000		1	9
White Pigeon	St. Joseph	173	136	200	56	18,000		1	7
White Rock	Huron	59	38	160	70	700			1
Williamston	Ingham	343	286	200	94	25,000		2	8
Winsor Tp. 2	Huron	152	90	200	45	950			1
Wolverine	Cheboygan	248	213	180	63	8,000	2,500 00	2	6
Woodland	Barry	110	91	180	78	3,000		1	2
Wyandotte	Wayne	2,110	1,100	200	91	60,000	27,000 00	1	25
Wyoming Tp 7	Kent	280	166	200	23	4,000	3,000 00	1	1
Wyoming Tp. 9 fl	Kent	277	182	200	71	7,000	4,100 00	1	3
Yale	St. Clair	399	224	200	90	10,500	1,500 00	1	6
Ypsilanti	Washtenaw	1,839	1,073	200	94	80,000	18,000 00	4	26
Yuma	Wexford	151	144	190	45	2,000		1	1
Zeeland	Ottawa	593	373	200	93	7,000	300 00	1	9
Zeeland Tp. 4 fl	Ottawa	130	93	200	72	2,100		1	1
Zutphen	Ottawa	146	77	180	73	1,000		1	1

TABLE XVI.—CONCLUDED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	40.6	$540 0	$1,421 75	$60 00	$34 96	$1,961 75	$2,438 92	3	$2 50
9	9	336 00	207 00	37 33	23 00	543 00	608 66	2	5 25
9	54	600 00	1,957 50	66 67	36 25	2,557 50	3,137 70	15	139 53
33.5	199.5	2,482 46	7,923 00	74 10	39 71	10,405 46	15,777 28	9	118 42
36	405	2,585 00	18,214 48	71 80	44 97	20,799 48	31,442 36	84	752 21
10	69.2	750 00	2,228 75	75 00	32 17	2,978 75	8,192 61	9	62 00
10	20	500 00	600 00	50 00	30 00	1,100 00	1,999 02	1	.....
9	9	405 00	180 00	45 00	20 00	585 00	712 37	5	13 00
9	18	450 00	630 00	50 00	35 00	1,080 00	1,442 69	4	6 25
20	102	1,500 00	3,515 37	75 00	34 46	5,015 37	7,263 40	40	531 15
10	20	467 50	547 38	46 75	27 36	1,014 88	1,302 39	7	40 00
10	40	900 00	1,200 00	90 00	30 00	2,100 00	2,883 98	13	190 90
18	18	945 00	624 00	52 50	34 67	1,569 00	2,079 12	8	64 95
15	12	585 00	423 00	39 00	35 25	1,008 00	1,357 72	1	.....
10	100	900 00	3,300 00	90 00	33 00	4,200 00	6,227 54	30	199 30
9.5	47.5	700 00	1,710 00	73 68	36 00	2,410 00	3,030 29	43	466 15
10	30	700 00	900 00	70 00	30 00	1,600 00	2,126 99	17	125 00
27	36	1,683 50	1,147 50	62 31	31 87	2,830 00	3,721 29	20	262 98
10	10	500 00	270 00	50 00	27 00	770 00	985 29	1	6 00
30	80	2,100 00	3,212 50	70 00	40 15	5,312 50	20,939 45	.....	.....
9	18	450 00	540 00	50 00	30 00	990 00	1,174 35	16	99 14
9	9	405 00	225 00	45 00	25 00	630 00	740 48	4	17 76
9	9	450 00	225 00	50 00	25 00	675 00	852 97	9	64 00
.....	18	.....	554 40	.....	30 80	554 40	644 82	4	.....
10	10	450 00	315 00	45 00	31 50	765 00	853 08	15	121 00
9	54	810 00	2,205 00	90 00	40 83	3,015 00	3,946 12	16	118 25
9	27	600 00	765 00	66 67	28 33	1,365 00	1,972 99	35	324 52
10	80	900 00	2,745 00	90 00	34 31	3,645 00	4,348 65	43	479 15
9	18	405 00	450 00	45 00	22 50	855 00	1,163 58	6	26 48
9	18	405 00	537 50	45 00	29 86	942 50	1,223 10	1	.....
70	540	5,450 00	18,809 57	77 86	34 83	24,259 57	53,301 56	12	60 00
9.5	57	900 00	1,995 00	94 73	35 00	2,895 00	6,842 96	36	217 75
9	9	405 00	270 00	45 00	30 00	675 00	769 44	3	9 75
6	8	203 00	240 00	23 83	30 00	443 00	575 80	.....	.....
9	27	495 00	816 50	55 00	30 24	1,311 50	1,865 65	1	8 00
9.5	85.5	800 00	2,559 38	84 21	24 57	3,359 38	4,793 60	7	33 50
10	50	850 00	1,620 00	85 00	32 40	2,470 00	3,269 37	32	209 44
.....	8	.....	176 00	.....	2. 00	176 00	257 19	.....	.....
20	72	1,500 00	2,700 00	75 00	37 50	4,200 00	5,498 66	56	558 21
.....	10	.....	320 00	.....	32 00	320 00	456 38	.....	.....
5.2	41.1	258 50	1,432 32	49 71	34 84	1,690 82	4,751 54	14	67 66
9	18	405 00	540 00	45 00	30 00	945 00	1,406 97	25	177 84
10	250	1,100 00	8,940 25	110 00	35 76	10,040 25	29,685 76	20	95 80
10	10	330 00	380 00	33 00	38 00	710 00	1,077 65	.....	.....
10	30	650 00	950 00	65 00	31 67	1,600 00	2,441 34	21	164 20
10	60	700 00	1,840 00	70 00	30 66	2,540 00	3,562 03	22	246 13
40	260	4,050 00	10,571 25	101 25	40 65	14,621 25	26,674 11	74	1,046 20
9.5	9.5	427 50	285 00	45 00	30 00	712 50	865 67	.....	.....
10	87.5	600 00	2,454 00	60 00	28 04	3,054 00	4,495 64	7	42 48
10	10	470 00	250 00	47 00	25 00	720 00	978 87	.....	.....
9	9	360 00	252 00	40 00	28 00	612 00	732 85	.....	.....

*TABLE XVII.

Miscellaneous statistics of city schools as reported

Incorporated cities.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Adrian	2,630	254	660	1,094	2,008	220	640	950	1,810	201	566	916	1,683
Albion	1,355	105	524	1,407	2,036	100	440	1,054	1,594	98	422	983	1,503
Alpena	4,360	177	333	578	1,088	151	275	396	822	144	260	350	754
Ann Arbor	3,207	597	855	996	2,448	494	.....	‡1,648	2,142	474	.....	‡1,587	2,061
Au Sable	577	59	132	288	479	53	112	235	400	50	92	179	321
Battle Creek	4,620	394	1,013	2,272	3,679	326	842	1,852	3,020	317	811	1,777	2,905
Bay City	9,310	685	2,023	6,414	9,122	422	1,113	2,184	3,719	414	1,093	2,125	3,632
Belding	702	92	187	288	567	76	137	231	444	63	127	211	401
Benton Harbor	1,700	189	530	856	1,575	164	410	501	1,075	159	402	485	1,046
Bessemer	1,116	56	214	704	974	51	195	607	853	49	184	555	788
Big Rapids	1,443	160	345	598	1,103	130	229	409	768	109	244	393	746
Cadillac	1,818	188	495	1,041	1,724	172	448	745	1,365	173	420	685	1,278
Charlotte	879	174	318	432	924	142	252	310	704	139	239	287	665
Cheboygan	2,215	117	442	896	1,455	80	264	726	1,070	76	250	663	989
Clare	598	66	164	230	460	58	130	169	357	49	118	159	326
Coldwater	1,317	189	273	704	1,168	161	233	555	949	158	226	524	908
Corunna	411	67	117	189	373	59	96	129	284	56	92	118	266
Crystal Falls	1,105	77	329	887	1,293	66	203	515	784	61	191	478	730
Detroit	85,167	3,318	18,491	42,412	64,221	2,286	9,853	20,939	33,078	2,210	9,468	19,786	31,464
Dowagiac	1,185	128	326	743	1,197	116	266	501	883	114	255	476	845
East Tawas	600	51	155	280	486	31	140	240	411	27	105	199	331
Eaton Rapids	494	103	146	218	467	92	133	191	416	85	119	186	390
Escanaba	3,196	149	580	1,465	2,194	118	460	1,049	1,627	112	439	946	1,497
Flint	3,390	462	923	1,380	2,765	324	729	1,134	2,187	308	692	1,074	2,074
Gladstone	974	44	198	552	794	37	175	376	588	36	171	359	566
Gladwin	256	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Haven	1,637	119	501	623	1,135	91	420	522	948	93	400	509	918
Grand Ledge, N. S.	252	30	128	75	233	25	100	37	162	.....	.....	.....	162
Grand Ledge, S. S.	269	60	97	123	280	50	89	89	219	42	75	82	199
Grand Rapids	27,089	1,667	7,385	14,045	23,097	1,179	4,209	7,933	13,321	1,128	4,031	7,556	12,715
Greenville	851	130	407	453	990	95	245	315	655	93	231	299	623
Harrison	181	34	73	63	170	30	67	52	149	27	44	37	108
Hastings	709	142	198	322	662	115	155	217	487	113	151	206	470
Hillsdale	1,099	210	253	465	928	188	214	346	748	183	204	330	717
Holland	2,419	170	726	1,274	2,170	147	565	837	1,649	143	541	879	1,563
Hudson	539	156	158	301	615	125	132	227	484	116	114	210	440
Ionia	1,583	163	450	708	1,321	138	259	433	830	131	253	414	798
Iron Mountain	3,158	113	593	1,803	2,509	106	521	1,582	2,209	104	480	1,476	2,060
Ironwood	3,224	170	820	1,170	2,160	160	750	1,100	2,010	150	705	1,050	1,905
Ishpeming	4,026	174	746	2,027	2,947	126	548	1,515	2,189	120	522	1,455	2,097
Jackson	6,000	319	1,369	3,128	4,826	272	926	1,931	3,129	261	885	1,821	2,967
Kalamazoo	6,272	534	1,975	2,959	5,468	439	1,460	2,037	3,936	430	1,381	1,932	3,743
Lansing	4,597	458	1,019	1,733	3,210	398	887	1,335	2,620	385	842	1,259	2,486
Lapeer	672	121	184	273	578	113	193	282	588	110	185	237	532
Ludington	2,594	181	620	1,195	1,996	167	510	911	1,569	162	486	865	1,513
Mackinac Island	225	58	50	65	173	48	40	55	143	46	35	45	126

* Where a blank occurs the item was not reported.
† Superintendent included.
‡ Includes both grammar and primary departments.

*TABLE XVII.

by superintendents for the school year 1901-1902.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	Number of special teachers.
				H. S. department.		Grammar department.		Primary department.		†Whole school			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
85	94	90	90	2	8	.....	14	.....	19	3	41	All	2
98	96	93	96	2	3	.....	12	.....	25	3	40	All	.....
96	94	53	94	2.2	4	.....	8	.....	11	3	23	5-6	2
96	.....	‡96	96	10	12	.....	.....	.....	‡45	11	57	All	5
95	90	80	88	1.5	.....	1	1	.....	5	3	6	.....	.....
.....	.....	.....	.....	4	7	2	25	.....	53	7	85	All	4
98	98	97	97	6	11	.....	36	.....	65	7	112	All	5
83	91	91	88	.5	3	.....	5	.....	7	1	15	1-2	1
98	95	94	96	2.2	4	2	9	.....	15	5	28	5-6	1
98	96	89	94	.4	3	.....	5	.....	14	1	22	2-3	1
97	97	95	96	.2	5	.....	7	.....	12	1	24	3-4	1
90	95	85	90	.....	6	.....	11	.....	16	1	33	All	1
97	95	93	95	2.3	3	.....	8	.....	9	3	20	5-7	1
97	95	91	94	2.3	1	1	6	.....	16	4	23	5-7	.....
90	93	86	90	1.2	1	.5	2.5	.....	3.5	2	7	1-8	.....
97	97	94	96	3.1	4	.....	7	.....	13	4	24	6-7	.....
94	94	93	94	.4	2	.....	4	.....	15	1	21	2-3	1
94	95	91	93	.5	2.2	.....	3.8	.....	3	1	9	1-2	2
96	96	92	94	36	79	23	318	5	505	65	902	All	6
98	96	93	96	2.7	2	.....	6	.....	12	3	20	2-7	2
90	92	82	88	.6	1	1	1	.....	6	2	8	1-3	.....
92	89	97	93	1.6	3	.....	4	.....	4	2	11	3-7	1
.....	.....	.....	.....	1.3	4	.....	11	1	20	3	35	2-3	1
95	95	95	95	4	10	.....	23	.....	30	5	63	All	2
97	97	95	96	.5	2	.....	5	.....	9	1	16	1-2	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	95	96	97	1.1	4	.....	10	.....	14	2	28	5-6	1
.....	.....	.....	80	.8	1	.....	2	.....	1	1	4	1-4	.....
84	93	92	88	.9	2	.....	2	.....	2	1	6	1-8	1
95	96	95	95	13	29.2	5	121.6	3	209.2	22	360	All	16
73	94	94	87	1.7	3	.....	5	.....	8	2	16	1-3	2
90	65	54	71	1	.....	.....	2	.....	1	1	3	.....	.....
98	97	94	96	2.3	2	1	4	.....	8	4	14	5-7	.....
97	95	95	96	1.2	4.5	.4	7	4	9	2	20.5	3-4	2
96	95	92	94	2	3	.....	13	.....	19	3	35	All	1
92	87	92	90	.4	3	1	3	.....	7	2	13	5-8	1
97	97	96	96	.4	6	.....	10	.....	12	1	28	5-8	1
98	92	93	94	3	2	1	11	.....	34	5	47	All	.....
92	88	90	89	3	2	.....	20	.....	32	4	54	All	2
95	97	95	96	4	6	.....	14	.....	42	5	62	All	5
96	96	94	95	4	7	3	27	.....	49	8	83	All	2
98	93	91	95	4	12	.....	38.5	.....	47.5	5	98	All	7
94	93	93	93	3	10	.....	29	.....	37	4	76	All	2
97	95	84	95	1.3	5	.....	5	.....	8	2	18	2-3	.....
97	95	94	95	2	4	.....	12	.....	24	3	40	All	1
92	82	82	87	.9	1	.....	1	.....	1	1	3	1-6	.....

*TABLE XVII.—CONTINUED.

Incorporated cities.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Manistee	4,612	371	886	1,596	2,853	241	675	1,376	2,292	232	635	1,306	2,173
Manistique	1,245	61	376	1,027	1,464	49	249	666	964	47	228	613	888
Marine City	1,312	60	211	507	778	55	174	407	636	51	151	366	568
Marquette	3,183	174	493	1,248	1,915	151	383	977	1,511	145	379	893	1,417
Marshall	969	182	283	349	814	155	242	296	693	151	235	287	673
Mason	406	121	112	195	428	102	96	138	336	95	90	125	310
Menominee	4,453	189	1,089	2,210	3,488	161	695	1,534	2,390	155	649	1,401	2,205
Midland	770	99	234	435	768	75	156	277	508	70	145	251	466
Monroe	1,688	143	304	398	845	130	237	281	648	119	215	264	598
Mt. Clemens	2,269	143	500	1,068	1,681	109	259	565	953	105	246	563	914
Mt. Pleasant	1,043	159	265	422	846	139	217	303	659	134	206	284	624
Muskegon	7,490	460	1,705	3,547	5,712	405	1,257	2,418	4,080	399	1,190	2,243	3,832
Negaunee	2,411	108	543	1,127	1,778	94	363	795	1,252	90	347	756	1,193
Niles	1,216	163	353	546	1,041	159	285	472	916	156	275	455	886
North Muskegon	186	.....	62	92	154	.....	38	42	80	.....	31	31	62
Norway	1,682	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Owosso	2,471	297	586	1,237	2,120	241	429	795	1,465	.....	.....	.....	.....
Petoskey	1,509	118	391	870	1,379	95	301	531	927	91	289	501	881
Pontiac	3,115	209	545	1,108	1,862	179	402	682	1,263	171	377	635	1,184
Port Huron	6,175	305	1,220	2,465	3,990	256	955	1,623	2,834	250	940	1,550	2,740
Saginaw	7,986	529	1,984	2,908	5,421	442	1,572	2,222	4,231	426	1,468	2,135	4,029
Saginaw, W. S	5,496	302	1,098	1,906	3,306	254	901	1,585	2,740	234	868	1,501	2,603
St. Clair	756	117	205	300	622	103	173	227	502	97	163	214	474
St. Ignace	742	82	181	290	553	74	134	184	392	65	130	172	367
St. Joseph	1,441	130	317	484	961	124	280	414	818	118	253	382	753
St. Louis	602	101	172	458	731	81	110	209	400	76	103	191	370
Sault Ste. Marie	3,325	205	1,045	1,490	2,740	195	870	1,060	2,125	192	855	1,012	2,059
South Haven	1,000	186	265	545	996	150	220	365	735	147	210	347	704
Stanton	418	89	123	173	385	61	86	145	292	60	72	131	263
Sturgis	599	71	150	272	493	62	118	213	393	59	113	201	373
Tawas City	505	32	105	171	308	31	88	145	264	27	87	130	244
Three Rivers	935	129	283	419	831	115	213	335	663	112	201	316	629
Traverse City	2,895	.....	.....	.....	2,291	.....	.....	.....	1,623	.....	.....	.....	1,508
West Bay City	4,314	123	651	2,017	2,791	106	488	1,249	1,843	103	465	1,176	1,744
Wyandotte	2,110	64	347	556	967	60	314	541	915	43	291	509	843
Ypsilanti	1,839	266	388	642	1,296	227	276	441	944	218	261	408	887

* Where a blank occurs the item was not reported.
† Superintendent included.

*TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	Number of special teachers.
High school department.	Grammar department.	Primary department.	Whole school.	H. S. department.		Grammar department.		Primary department.		†Whole school.			
				Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
96	94	94	95	4	7	1	17	.....	44	6	68	All	2
95	91	92	93	1.3	2	.....	6	.....	15	2	23	3-4	1
90	90	90	90	.5	2	1	3	.....	7	2	12	1-2	.....
.....	.....	.....	.....	4	3	.....	8	1	29	6	40	All	1
97	97	97	97	2.3	4	.....	7	.....	10	3	21	2-3	1
93	93	90	92	.5	2.8	.....	2.8	.....	4.4	1	10	1-2	1
96	93	91	93	4	3	2	15	.....	36	7	54	All	4
93	94	94	94	1.4	2	.....	4.5	.....	6.5	3	13	4-7	1
91	90	94	92	3.3	2	.....	5	.....	6	4	13	5-7	2
96	96	95	95	3	3	.....	6	.....	16	4	25	All	1
95	94	93	94	2.3	4	.....	7	.....	9	3	20	2-3	1
96	93	90	94	5	3	.....	31	.....	56	6	97	All	3
97	96	94	96	2	3	.....	2	.....	21	3	32	All	1
98	96	97	97	1.1	4	.....	6	.....	12	2	22	5-6	1
.....	81	72	76	.....	.....	1	.....	.....	2	1	2	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	94	91	94	4	4	2	12	.....	22	7	38	All	2
96	95	94	95	3	3	.....	8	.....	14	3	25	All	1
95	91	93	93	3	5	.....	11	.....	19	3	35	All	1
98	98	97	98	3	8	.....	21	.....	43	4	74	All	1
96	95	94	95	6	14	5	47	.....	65	12	126	All	3
92	96	95	94	2	8	3	24	.....	39	6	71	All	2
93	93	93	94	1.5	1.4	.....	4.3	.....	6.3	2	12	1-2	1
88	97	93	93	.8	2	.....	3	.....	4	1	9	1-4	.....
96	90	92	93	2	3	.....	8	.....	11	3	22	All	5
93	93	91	92	1.5	1	1	3	.....	5	3	9	1-2	2
95	94	94	94	1	6	.5	15	.....	24	7	45	All	2
96	96	95	95	.7	4	.....	5.5	.....	8	1	17.5	1-3	1
.....	.....	.....	.....	.7	2	.....	2	.....	5	1	9	1-3	.....
96	96	94	95	.6	3	.....	4	.....	5	1	11	3-7	1
97	97	90	91	.8	.....	.....	2	.....	4	1	6	1-5	.....
96	94	94	95	3	4	.....	7	.....	10	4	21	All	2
.....	.....	.....	94	4	6	.....	14	.....	23	5	43	All	2
97	95	94	95	3	3	3	16	.....	25	7	54	All	.....
.....	.....	.....	.....	.....	4	.....	8	.....	12	1	24	All	1
96	94	92	94	2.3	5	.....	8	.....	12	3	25	2-3	2

*TABLE XVII.—CONTINUED.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Addison	178	47	41	108	196	40	40	83	163	39	35	72	146
Algonac	508	41	74	200	315	32	55	160	247	32	55	160	247
Allegan	661	185	284	290	759	165	276	270	711	158	265	254	677
Alma	588	89	219	399	707	71	149	271	491	70	141	257	468
Almont	268	58	74	80	212	58	74	80	212	54	67	75	196
Armada	245	38	64	96	198	34	70	91	195	34	70	56	160
Ashley	183	14	36	117	167	12	28	93	133	8	18	58	80
Athens	193	43	40	70	153	43	40	70	153	36	44	60	140
‡Atlanta	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Attica	127	.....	31	42	73	.....	25	35	60	.....	20	25	45
Augusta	174	66	40	53	159	66	40	53	159	56	33	36	125
Bad Axe	506	79	160	188	427	58	121	168	347	51	106	140	297
Baldwin	174	26	61	52	139	26	61	52	139	20	39	42	101
Bancroft	142	37	44	57	138	31	44	41	116	29	39	40	108
Bangor	376	103	103	190	396	93	90	165	348	91	88	160	339
Baraga	895	51	66	147	264	43	51	126	220	38	43	122	203
Bear Lake	166	48	26	70	144	34	21	65	120	31	20	57	108
Beaverton	388	65	70	75	210	55	60	60	175	45	46	50	141
Bellaire	413	47	120	230	397	42	109	207	358	.....	.....	.....	281
Bellevue	231	70	66	110	246	63	61	81	205	59	58	73	190
Benzonia	219	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Berrien Springs	183	42	60	85	187	35	52	70	157	38	54	70	162
Birmingham	360	118	131	160	409	102	101	107	310	101	98	97	296
Blissfield, E. S.	202	45	56	115	216	37	50	92	179	36	48	86	170
Blissfield, W. S.	218	36	60	92	188	33	55	68	156	32	48	60	140
Bloomingdale	166	37	48	58	143	35	43	51	129	26	40	49	115
Boardman	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Boyne	522	37	128	257	422	31	84	192	307	32	89	156	277
Boyne Falls	204	9	58	89	156	3	38	74	115	5	37	67	109
Breedsville	107	.....	40	52	92	.....	30	40	70	.....	23	32	55
Brighton	210	74	62	93	229	65	53	68	186	56	48	65	169
Britton	128	.....	38	60	98	.....	38	60	98	.....	30	44	74
Bronson	308	51	100	112	263	45	82	95	222	39	76	102	217
Brooklyn	157	57	85	33	175	50	79	29	158	48	75	29	152
Brown City	225	34	42	145	221	31	37	139	207	32	26	91	149
Buchanan	460	81	141	192	414	68	127	146	341	66	128	140	334
Burlington	104	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burr Oak	209	30	62	77	169	23	54	64	146	25	50	57	132
Byron	145	60	45	50	155	40	37	48	125	40	35	42	117
Caledonia	140	60	68	36	164	51	59	36	146	47	53	28	128
Camden	113	33	28	54	115	26	25	41	92	25	22	38	85
Capac	222	50	89	59	198	48	76	44	168	44	66	41	151
Caro	618	126	190	321	637	106	142	203	451	105	132	184	421
Carson City	312	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carsonville	209	51	40	78	169	35	30	50	115	.....	52	39	.....
Caseville	282	46	48	82	176	37	36	60	133	35	34	49	118
Casnovia	73	32	25	50	107	26	18	45	89	24	16	40	80
Cass City	442	90	50	222	362	84	46	212	342	77	42	190	309
Cassopolis	400	105	97	167	369	86	84	132	302	83	79	118	280
Cedar Springs	298	71	77	119	267	65	57	101	223	60	47	94	201
Central Lake	380	44	78	152	274	40	65	140	215	35	55	125	215
Centreville	176	52	37	73	162	49	36	66	151	43	35	51	129
Charlevoix	815	108	242	404	754	87	212	284	583	85	198	261	544
Chelsea	427	89	138	175	402	79	120	155	354	77	114	147	338

* Where a blank occurs the item was not reported.
† Superintendent included.
‡ Not legally graded.

*TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	Number of special teachers.
				High school department.		Grammar department.		Primary department.		†Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
94	90	85	86	1	.....	1	1	.....	1	2	2	.....	.....
78	83	80	80	1	1	.....	2	.....	3	1	6	1-9	1
95	96	94	95	2.5	3	.....	5	.....	7	3	15	1-2	2
95	94	94	94	.4	2	.....	4	.....	5	1	11	5-8	1
98	97	95	97	.9	1	.....	2	.....	2	1	5	1-8	.....
91	86	81	86	1	1	1	.....	.....	2	2	3	.....	.....
67	64	62	64	1	.....	.....	1	.....	1	1	2	.....	.....
95	96	92	93	1	.....	.....	1	.....	2	1	3	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	29	37	33	.....	.....	1	.....	.....	1	1	1	.....	.....
88	82	77	82	1	1	2	.....	1	.....	4	1	.....	.....
89	87	84	86	.8	2	1	3	.....	4	2	9	1-4	.....
75	75	75	75	1	.....	.....	1	.....	1	1	2	.....	.....
95	88	97	93	1	.....	.....	1.4	.....	1.6	1	3	.....	.....
97	98	97	97	1.7	1	.....	2	.....	3	2	6	1-3	.....
88	84	96	89	1	1	.....	1	.....	2	1	4	1-12	.....
64	77	81	74	1	.....	.....	1	.....	1	1	2	.....	.....
82	77	83	81	.8	1	1	1	.....	1	2	3	1-4	.....
.....	.....	.....	.....	1.8	.....	.....	2	.....	5	2	7	1-4	.....
94	96	90	93	.9	1.4	.....	2.1	.....	2.5	1	6	1-6	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90	90	89	90	1	1	.....	2	.....	2	1	5	1-12	.....
.....	.....	.....	.....	.8	2	.....	2	.....	3	1	7	1-4	.....
96	96	93	95	.7	.5	.....	1.5	.....	2	1	4	1-4	.....
94	84	62	80	1	.....	.....	2	.....	1	1	3	.....	.....
.....	.....	.....	.....	1	1	.....	1	.....	1	1	3	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	90	.8	1	.....	3	.....	5	1	9	1-5	.....
58	64	75	66	1	.....	1	.....	2	.....	4	.....	.....	.....
.....	55	61	58	.....	.....	1	.....	.....	1	1	1	.....	.....
87	92	95	91	1	1	.....	2	.....	2	1	5	1-8	.....
.....	78	72	75	.....	.....	1	.....	.....	1	1	1	1-5	.....
87	91	88	89	.9	1	1	1	.....	3	2	5	1-6	.....
85	88	88	87	1	1	1	1	.....	1	2	3	.....	.....
94	51	62	69	1	.....	.....	1	.....	2	1	3	.....	.....
98	97	94	96	1.6	2	.....	4	.....	4	2	10	3-7	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.7	2	.....	1	.....	3	1	6	1-3	.....
93	.....	.....	.....	1	1	.....	1	.....	1	1	3	.....	.....
94	90	90	91	1	.....	1	1	.....	1	2	2	.....	.....
96	88	92	92	1	.....	.....	1	.....	1	1	2	.....	.....
87	75	70	76	.8	1	.....	2	.....	1	1	4	1-6	.....
99	93	90	94	1.5	2	.....	4	.....	5	2	11	1-2	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	80	79	.....	1	.....	.....	1	.....	1	1	2	.....	.....
91	89	84	88	.8	.....	.....	1	.....	1	1	2	1-5	.....
.....	.....	.....	.....	1	.....	.....	1	.....	1	1	2	.....	.....
90	90	89	90	1	1	.....	1	.....	4	1	6	1-18	.....
96	95	89	93	.9	3	.....	2	.....	3	1	9	1-7	.....
94	82	80	85	1	1	.....	3	.....	2	1	6	.....	.....
90	91	92	91	3	1	.....	2	.....	3	1	6	1-4	.....
94	94	90	92	1	2	1	.....	2	.....	4	2	1-12	.....
98	93	92	94	.5	2	.....	5	.....	7	1	14	1 2	1
97	95	94	95	.6	3	.....	4	.....	4	1	11	2-5	1

*TABLE XVII.—CONTINUED.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Chesaning	303	72	108	155	330	53	60	97	210	50	59	88	197
Clarkston	160	51	55	33	139	48	52	29	129	46	49	26	121
Clayton	126	58	33	43	134	47	29	41	117	46	23	31	100
‡Clifford													
Climax	136	29	42	62	133								
Clinton	266	63	70	110	243	58	67	94	219	55	62	90	207
Clio	205	69	42	92	203	50	36	80	166	46	33	71	150
Coleman	412	30	101	289	420	28	80	250	358	25	75	225	325
Coloma	246	33	98	90	221	27	88	84	199	25	80	63	168
Columbiaville	150	36	49	62	147	31	32	52	115	29	30	47	106
Concord	160	38	30	62	130	36	28	51	115	33	24	48	105
Constantine	281	57	53	159	269	42	45	122	209	40	44	114	198
Coopersville	214	46	46	88	180	42	42	79	163	36	39	74	149
Copemish	130	27	42	43	112	25	38	39	102	19	22	20	61
Croswell	392	43	133	215	391	27	94	153	274	24	85	134	243
†Croton													
Custer	143	27	32	49	108	23	29	40	92	20	21	35	76
Dansville	110	17	63	30	110	14	58	19	91	13	53	17	83
Davison	235	59	73	115	247	48	58	81	188	47	57	77	181
Dearborn	336	50	52	154	256	38	44	143	225	35	38	123	196
Decatur	357	76	94	175	345	68	85	123	276	64	79	111	254
Deckerville	163		50	57	107		43	45	88		30	41	71
Deerfield	183	33	37	116	186	28	29	98	155				
Delray	1,535	39	489	686	1,214	32	436	590	1,058	30	416	520	966
Detour	377	25	75	124	224	20	64	114	198	18	60	85	163
Dexter	286	56	86	104	246	52	89	86	227	48	74	80	202
Douglas	172	36	43	55	134	23	34	39	96	21	34	36	91
Dryden	134	37	40	53	130	30	32	40	102	28	25	30	83
Dundee	307	57	93	137	287	49	81	111	241	47	77	102	226
Durand	512	60	160	365	585	42	143	328	513	39	137	314	490
‡Eagle													
‡East Grand Rapids													
East Jordan	383	70	98	198	366	52	77	182	311	50	75	142	267
Eau Claire	138		66	51	117		50	48	98		52	36	88
Edmore	297	40	90	134	264	31	69	103	203	30	64	90	184
Elkton	330	56	120	81	257	51	105	76	232	37	78	45	160
Elsie	214	49	80	98	227	39	65	78	182	33	57	56	146
‡Emmett													
Empire	202	60	64	52	176	48	56	39	143	46	50	31	127
Essexville	546		88	83	171		78	79	157		72	74	146
Evart	479	81	137	232	450	65	113	164	342	63	109	155	327
Farmington	161												
Farwell	273	11	79	140	220	8	75	130	213	7	70	125	202
Fennville	261	48	46	97	191	44	43	92	179				188
Fenton	594	110	239	276	625	97	174	211	482	94	164	193	451
Fife Lake	193	9	88	66	163	6	69	30	105	6	69	30	105
Flushing	202	51	70	100	221	49	59	85	193	46	52	75	173
Forestville	108												
†Fowler													
Fowlerville	238	61	95	72	228	54	62	78	194	52	58	73	183
Frankfort	596												
‡Fraser													
Fremont	408	45	101	233	379	40	79	173	292	37	72	175	284
Fruitport	137		49	76	125		15	45	60				
Gagetown	178		36	50	86		25	49	74		22	35	57

* Where a blank occurs the item was not reported.
† Superintendent included.
‡ Not legally graded.

*TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
				High school department.		Grammar department.		Primary department.		†Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
94	98	91	94	.8	2		2		3	1	7	1-5	1
92	89	80	87	1	1		1		1	1	3		
86	89	84	86	1			1		1	1	2		
				1			1		2	1	3		
94	93	94	94	.9	2		2		2	1	6	1-7	
71	80	77	76	1.9			2		2	2	4	1 8	
89	93	90	91	1.8	1		1		4	2	6	1-5	
85	82	71	79	1			2		2	1	4		
98	93	90	92	1	1		1		1	1	3		
97	94	98	96	1	1	1			2	2	3		
				.7	2		2		3	1	7	1-3	
89	93	90	91	1	1	1			2	2	3		
76	60	51	62	1			1		1	1	2		
85	92	80	86	1.5			2		3	2	5	1 2	
83	65	87	78	1			1		1	1	2		
96	93	89	92	.9		1	1		1	2	2	1-6	
97	97	95	96	.8	.1	1	.9		2.3	2	3.3	1-5	
70	75	79	75	.9	1		2		2	1	5	1-6	
98	95	90	94	.8	2	1	1		3	2	6	1-4	
	60	77	69			1			1	1	1		
86	80	85	83	1			1		3	1	4		
				1	3		5		10	2	18	All	1
				1			1		2	1	3		
93	84	94	90	.6	2		2		2	1	6	1-3	1
			94	1			1		1	1	2		
				1			1		1	1	2		
				.9	1		3		4	1	8	1-10	
92	89	88	90	1.8	1		4		5	2	10	1-4	
89	92	90	91	1.8	2	1	1		4	2	7	2-9	
	78	70	74			1	1		1	1	2		
96	94	90	93	1			2		2	1	4		
90	88	91	90	1			2		1	1	3	1-8	
88	87	69	81	1			2		2	1	4		
94	89	80	88	1			1		1	1	2		
	92	93	92			1	1		2	1	3		
94	95	92	94	1.5	1		4		5	2	10	1-2	
			91		1	1	1		2	1	4		
			93	.8			2		2	1	4	1-5	
97	94	91	94	1.6	1	1	3		6	3	10	3-7	1
			65	1			1.5		1	1	2.5		
72	84	85	80	1	1		2		2	1	5		
95	91	91	92	.8	1	1	2		3	2	5	1-5	
97	91	97	95	.9	1		2		5	1	8	1-6	
	95	92	93			1			1	1	1		
	80	35	58			1			1	1	1		

*TABLE XVII.—CONTINUED.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
‡Gaines	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Galesburg	167	87	37	56	180	83	35	53	171	73	32	50	155
Gallen	175	41	57	66	164	38	53	60	151	35	52	47	134
‡Garden	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gaylord	466	52	104	285	441	43	80	195	318	41	72	177	290
‡Glenwood	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gobleville	195	60	34	88	182	32	26	66	124	32	26	66	124
Grandville	215	46	73	67	186	38	64	53	155	27	35	47	109
‡Grant	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grass Lake	178	59	49	94	202	54	44	79	177	49	41	74	164
Grosse Pointe	219	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
‡Grosse Pointe Farms	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hancock	1,827	129	463	1,769	2,361	105	186	725	1,016	104	182	691	977
Hanover	111	49	54	39	142	48	45	35	128	45	37	29	111
Harbor Beach	396	37	79	193	309	35	68	176	279	32	63	152	247
Harbor Springs	616	47	122	212	381	44	104	158	306	43	99	131	273
Harrietta	135	27	27	55	109	22	22	43	87	18	17	30	65
Harrisville	224	18	68	103	189	13	58	100	171	10	48	66	124
Hart	411	57	142	154	353	48	120	133	301	45	111	112	268
Hartford	345	66	71	197	334	56	50	170	276	49	54	148	251
Hersey	120	39	46	57	142	29	40	46	115	28	36	38	102
Hesperia	201	30	70	86	186	28	69	80	177	25	57	61	143
Highland Park	175	.....	60	90	150	.....	49	65	114	.....	43	57	100
Hillman	294	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Holly	402	87	140	200	427	65	71	120	256	61	74	113	248
Homer	243	78	86	136	300	68	79	121	268	66	78	84	228
Houghton	1,712	92	220	813	1,125	79	185	589	853	77	179	552	808
Howard City	445	52	100	273	425	46	79	188	313	45	74	168	287
Howell	607	149	179	194	522	139	167	188	494	130	151	166	447
Hubbardston	142	31	27	41	99	24	23	37	84	23	22	34	79
Imlay City	399	65	130	195	390	62	123	183	368	58	115	149	322
Iron River	498	16	76	215	307	10	58	170	238	9	52	154	215
Ithaca	570	112	170	324	606	91	134	224	449	87	123	202	412
Jonesville	348	69	91	157	317	66	77	111	254	63	83	105	251
Kalkaska	379	46	99	193	338	39	87	146	272	37	80	126	243
Kingsley	210	49	58	82	189	49	39	52	140	33	36	44	113
Kingston	150	.....	58	70	128	.....	47	65	112	.....	41	49	90
Laingsburg	175	50	41	39	130	45	40	37	122	42	38	35	115
Lake Ann	78	.....	40	58	98	.....	40	51	91	.....	17	34	51
Lake City	280	18	29	223	270	16	25	218	259	13	16	164	193
Lake Linden	2,089	138	217	645	1,000	123	165	527	821	129	162	508	799
Lake Odessa	376	68	130	208	406	50	86	165	301	44	80	150	274
Lakeview	361	93	112	179	384	78	95	163	336	71	87	150	308
L'Anse	476	22	47	111	180	18	40	80	138	16	38	76	130
Laurium	7,635	250	864	4,365	5,479	232	721	3,976	4,929	210	685	3,458	4,353
Lawrence	204	78	65	81	224	75	55	69	199	74	55	69	198
Lawton	241	50	73	105	228	40	52	78	170	38	50	74	162
Leonard	118	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
LeRoy	203	31	36	126	193	25	27	96	147	.....	.....	.....	131
Leslie	276	68	98	114	280	52	93	105	252	43	84	89	216
Lexington	189	45	60	100	205	44	55	90	189	43	53	90	186
Linden	170	64	52	54	170	50	40	45	135	50	38	42	130
Lisbon	124	.....	53	33	86	.....	53	33	86	.....	.....	.....	58
Litchfield	161	42	83	33	158	40	70	25	135	38	64	21	123
Lowell	651	120	170	220	510	101	152	202	455	90	131	150	371
Luther	299	37	65	136	238	32	61	122	215	34	57	112	203

*Where a blank occurs the item was not reported.
†Superintendent included.
‡Not legally graded.

*TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	Number of special teachers.
				High school department.		Grammar department.		Primary department.		†Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
96	98	96	97	1.8	1	.....	1.5	.....	1.5	2	4	1-5	.....
94	98	95	96	1	1	.....	1	.....	1	1	3	.....	.....
95	90	90	92	.9	1.5	.....	2	.....	4.5	1	8	1-6	1
51	67	75	64	1	.....	.....	1	.....	2	1	3	.....	.....
71	86	89	82	.9	.....	.....	2	.....	1	1	3	1-10	.....
91	94	94	93	.8	2	.....	1	.....	2	1	5	1-4	1
95	97	95	96	1.4	3	1	4	.....	19	3	26	4-7	3
94	52	83	59	1	1	.....	1	.....	1	1	3	.....	.....
92	93	86	90	.8	1	.....	3	.....	3	1	7	1-5	.....
98	95	88	92	.8	1	.....	3	.....	4	1	8	1-5	.....
86	82	71	80	1	.....	.....	1	.....	1	1	2	.....	.....
77	82	68	76	.7	.....	.3	1	.....	2	1	3	.....	.....
79	78	73	78	.8	2	.....	4	.....	2	1	8	1-4	.....
87	81	78	82	1	1.4	.....	1 6	.....	3	1	6	.....	.....
97	90	82	90	1	.....	.....	1	.....	1	1	2	.....	.....
89	52	76	82	1	1	.....	2	.....	1	1	4	.....	.....
.....	88	88	88	.....	.....	.8	1	.....	2	1	3	1-5	.....
94	96	84	91	.9	2	.....	2	.....	3	1	7	1-8	.....
96	96	93	95	.6	2	.....	2	.....	3	1	7	1-3	2
97	94	93	95	2	3	.....	6	1	16	4	25	All	2
96	93	89	93	1	1	.....	2	.....	4	1	7	.....	1
94	90	89	91	1.5	3	.....	4	.....	7	2	14	1-2	1
93	94	92	93	1	.....	.....	1	.....	1	1	2	.....	.....
92	85	79	85	.9	1.5	.....	2.5	.....	3	1	7	1-6	1
91	89	90	90	.9	.....	.....	2	.....	4	1	6	1-10	.....
95	91	90	92	1.4	2	.....	3	.....	5	2	10	5-8	1
95	94	95	94	.9	1.7	.....	2	.....	2	1	5.7	1-8	3
97	95	85	92	1.9	.....	.....	2	.....	3	2	5	1-6	.....
69	81	53	68	1	.....	1	.....	.....	1	2	1	.....	.....
.....	69	70	70	.....	.....	1	.....	.....	1	1	1	.....	.....
93	95	95	94	.8	1	1	1	.....	1	2	3	2-9	.....
.....	43	67	55	.....	.....	.....	1	.....	1	.....	2	.....	.....
88	86	98	91	.....	1	.....	1	.....	4	.....	6	.....	.....
99	98	96	98	.....	6	.....	7	.....	14	1	27	All	2
90	89	88	89	1.8	.....	.....	2	.....	5	2	7	1-5	.....
90	91	92	91	1.4	1	.5	2	.....	3	2	6	1-8	.....
70	80	70	73	.8	1	.....	1	.....	2	1	4	1-4	.....
.....	.....	.....	.....	.3	7	1	17	.....	77	5	111	All	3
97	85	85	89	.8	1.7	.....	1.7	.....	1.6	1	5	1-4	1
94	96	94	95	1	1	.....	2	.....	2	1	5	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	78	1	.....	.....	1	.....	2	1	3	.....	.....
82	88	84	85	.9	1	.....	2	.....	2	1	5	1-6	.....
95	88	90	91	1	1	.....	1	.....	2	1	4	.....	.....
90	88	90	89	.....	1	.....	1	.....	1	.....	3	.....	.....
.....	.....	.....	83	.....	.....	1	1	.....	1	1	2	.....	.....
97	91	84	90	1	1	.....	2	.....	1	1	4	.....	.....
93	90	88	90	.2	2	.....	4	.....	7	1	13	5-6	.....
92	87	88	89	1	.....	.....	2	.....	2	1	4	.....	.....

*TABLE XVII.—CONTINUED.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Lyons	198	30	28	95	153	25	25	80	130	25	23	75	123
Mackinaw City	230	25	68	65	158	22	61	59	142	20	50	49	120
Mancelona	552	47	37	385	469	36	29	321	386	31	29	264	324
Manchester	366	77	102	140	319	69	87	124	280	67	83	117	267
Manton	293	43	98	168	304	38	85	149	268	33	70	118	221
Maple Rapids	176	20	56	93	169	17	45	57	119	16	44	56	116
Marcellus	241	64	82	132	278	57	71	103	231	56	66	97	219
Marion	234	38	51	144	233	33	39	113	185	30	37	113	180
Marlette	346	76	77	155	307	60	66	148	274	56	60	131	247
Mayville	265												
McBain	215	32	54	162	248	30	50	135	215	18	42	110	170
McBride	164	37	48	76	161	17	48	76	141	29	28	50	107
Mecosta	150	46	43	51	140	50	50	64	164	31	28	32	91
Memphis	208	63	51	56	170	57	48	54	159	51	44	42	137
Mendon	240	53	67	94	214	44	57	80	181	45	48	63	156
‡Merrill													
Metamora	102	37	32	39	108	28	27	30	85	19	22	23	64
Middleville	212	56	65	75	196	54	63	72	189	45	59	64	168
Milan	272	73	116	104	293	65	98	76	239	63	92	70	225
Milford	255	60	85	78	223	55	80	75	210	52	78	70	200
Millington	210	75	57	94	226	54	49	72	175	46	45	67	158
Minden	188		61	94	155		55	85	140		42	57	99
Montague	290	51	82	137	270	49	80	126	255	44	72	114	230
‡Montrose													
Morenci	275	67	102	128	297	61	78	102	241	53	74	84	210
Morley	147	45	39	28	112	45	29	26	100	30	28	25	83
Morrice	136	33	46	62	141	33	46	62	141	30	35	46	111
Mt. Morris	161	39	55	51	145	29	46	36	111	29	46	36	111
Munising	699	39	161	349	549	30	122	279	431	21	92	222	375
Muir	135	21	27	73	121	20	20	68	108	20	21	53	94
Muskegon Heights	350	13	98	185	296	13	98	185	296	6	40	74	120
Nashville	327	70	107	107	284	66	103	101	270	65	101	96	261
‡Naubinway													
Newago	494	62	105	229	396	50	55	164	299	48	79	147	274
New Baltimore	266	35	40	38	113	30	31	30	91	27	30	28	85
Newberry	468												
‡New Boston													
New Buffalo	184	24	29	132	185	24	29	132	185	20	24	106	150
New Haven	166	44	48	60	152	32	42	46	120	36	40	40	116
North Adams	122	62	44	45	151	58	44	45	147	55	38	40	133
North Branch	216	64	68	76	208	60	63	72	195	58	60	70	188
Northville	415	54	124	244	422	51	118	218	387	46	111	187	344
Oakley	111		41	44	85		28	25	53		23	30	53
Olivet	236	80	82	96	258	72	79	84	235	60	57	67	184
Onekama	176	34	44	45	123	32	40	42	114	27	34	38	99
Onaway	603	41	140	190	371	32	56	65	153	26	50	55	131
Ontonagon	455	25	65	210	300	23	52	165	240	20	52	157	229
Orion	279	34	53	98	185	28	46	84	158	23	36	58	118
Oscoda	463	35	112	148	295	30	110	146	286	29	103	134	266
Otisville	129	37	35	26	98	30	31	24	85	31	18	26	75
Otsego	605	98	194	216	508	88	190	210	488	85	188	208	481
Otter Lake	87		40	36	76		40	36	76		24	22	46
Ovid	391	89	130	165	384	83	113	135	331	75	110	118	303
Oxford	282	76	71	110	257	69	63	99	231	62	58	89	209

* Where a blank occurs the item was not reported.
† Superintendent included.
‡ Not legally graded.

*TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	Number of special teachers.
				High school department.		Grammar department.		Primary department.		†Whole school.			
High school department.	Grammar department	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
83	83	75	80	1	.....	.....	1	.....	3	1	3	.....	.....
88	78	76	81	1	.....	.....	2	.....	1	1	3	.....	.....
87	78	69	71	.8	1	.....	1	1	7	2	9	1-5	.....
97	85	85	96	.9	2	.....	3	.....	3	1	6	1-6	.....
98	92	83	91	.9	1	.....	3	.....	3	1	7	1-6	.....
94	97	98	96	1	1	.....	1	.....	1	1	3	.....	.....
97	94	98	95	1.7	1	.....	2	.....	2	2	5	2-7	.....
.....	.....	.....	.....	1	.....	.....	1	.....	2	1	3	.....	.....
94	91	88	91	1.8	.5	.....	2	.....	2.5	2	6	1-4	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
56	78	67	67	1	.....	.....	1	.....	3	1	4	.....	.....
.....	.....	.....	.....	1	.....	.....	1	.....	1	1	2	.....	.....
75	75	70	73	1	.....	.....	1	.....	1	1	2	.....	.....
.....	.....	.....	.....	1	1	.....	1	.....	1	1	3	.....	.....
86	71	67	74	1.9	1	.....	2	.....	2	2	5	1-8	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
68	81	77	75	1	.....	.....	1	.....	1	1	2	.....	.....
83	91	87	87	.7	2	.....	2	.....	2	1	6	3-10	.....
97	98	92	94	1	1	.....	3	.....	3	1	7	.....	.....
.....	.....	.....	.....	1	1	.....	2	.....	3	1	6	1-12	.....
85	92	82	86	1	1	.....	1	.....	1	1	3	1-12	.....
.....	70	62	66	.....	.....	1	.....	.....	1	1	1	.....	.....
89	90	90	90	.7	1	1	1	.....	4	2	6	1-3	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85	95	82	87	.8	1.5	.....	2	.....	2.5	1	6	1-4	.....
67	72	83	77	1	.....	.....	1	.....	1	1	2	1-12	.....
91	77	69	79	1	.....	.....	1	.....	2	1	3	.....	.....
74	83	70	75	1	.....	.....	1	.....	1	1	2	.....	.....
71	75	93	80	.9	1	.....	4	.....	7	1	12	1-6	1
91	82	85	86	1	.....	.....	1	.....	3	1	3	.....	.....
93	90	88	90	.9	1	.....	2	.....	3	1	5	.....	.....
.....	.....	.....	.....	1.7	2	.....	2	.....	3	2	7	2-7	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95	93	91	93	1	1	.....	2	.....	4	1	7	.....	.....
93	96	93	94	1	1	.....	1	.....	1	1	3	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80	83	80	81	1	.....	.....	1	.....	2	1	3	.....	.....
91	93	88	91	1	.....	.....	1	.....	1	1	2	.....	.....
85	86	88	86	1	1	.....	1	.....	1	1	3	.....	.....
.....	.....	.....	90	.9	1	.....	3	.....	2	1	5	1-6	.....
87	92	85	88	.7	1	.....	4	.....	4	1	9	1-3	1
.....	86	50	68	.....	.....	1	.....	.....	1	1	1	.....	.....
.....	.....	.....	.....	.9	1	.....	2	.....	2	1	5	1-6	1
86	75	80	80	1	.....	.....	1	.....	1	1	2	.....	.....
.....	.....	.....	.....	.8	1	.....	2	.....	3	1	6	1-4	.....
80	93	86	86	.....	1.3	.....	2	.....	5	.....	9	3-4	.....
82	79	69	77	1	1	.....	1	.....	3	1	4	.....	.....
95	93	92	93	.....	2	.....	2	.....	3	.....	7	1-12	.....
85	53	71	69	1	.....	1	.....	.....	1	2	1	.....	.....
.....	.....	.....	.....	.5	3	.....	5	.....	5	1	13	3-7	2
.....	.....	.....	.....	.....	.....	1	.....	.....	1	1	1	.....	.....
84	85	72	80	1.9	1	1	1	.....	4	3	6	1-8	.....
90	92	94	92	.8	2	.....	2	.....	3	1	6	1-4	1

*TABLE XVII.—CONTINUED.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Parma	158	40	57	70	167	39	41	54	134	37	38	51	126
Paw Paw	394	112	110	120	342	104	98	108	310	102	96	103	301
Pentwater	332	25	97	204	326	24	90	186	300	23	86	176	285
‡Perrinton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Perry	206	57	57	81	195	45	50	76	171	41	47	66	144
Petersburg	206	24	78	61	163	22	71	46	139	20	69	55	144
Pewamo	146	11	45	64	120	11	43	56	110	8	39	48	95
Pierson	106	.....	41	53	94	.....	41	53	94	.....	28	36	64
Pinckney	137	41	51	52	144	35	43	34	102	23	37	31	91
Pinconning	358	51	54	142	247	46	50	125	321	42	46	120	208
Plainwell	306	123	122	187	432	108	78	104	290	94	74	95	263
Plymouth	482	70	134	270	474	59	99	183	341	57	94	161	312
Port Austin	273	27	35	146	208	18	26	113	157	16	24	100	136
Port Hope	209	9	36	45	90	9	35	45	89	8	33	42	83
Portland	478	117	145	218	480	74	116	164	354	70	108	130	308
Port Sanilac	135	42	36	32	110	39	36	32	107	21	28	20	69
Potterville	177	40	41	72	153	34	35	56	125	23	30	44	97
Quincy	322	79	84	122	285	67	76	98	241	65	76	92	233
Reading	241	67	91	91	249	65	89	87	241	61	80	76	217
Reed City	699	83	196	325	604	80	160	237	477	80	136	221	437
Reese	215	.....	54	66	120	.....	33	43	76	.....	36	46	82
Richland	104	48	23	43	114	40	22	38	100	35	20	35	90
Richmond	221	34	51	93	178	27	38	73	138	25	36	71	132
River Rouge	827	22	198	300	520	22	178	300	500	19	160	270	451
Rochester	385	54	115	168	337	52	106	120	278	50	97	114	261
Rockford	200	50	74	83	207	45	65	74	184	41	58	56	155
Rogers	309	60	80	70	210	60	78	69	207	50	70	60	180
Romeo	471	107	266	189	562	91	119	116	326	90	115	109	314
Roscommon	252	38	37	60	135	38	37	60	135	31	34	50	115
Royal Oak	252	62	78	42	182	60	78	33	171	54	65	28	147
Saline	236	46	67	96	209	40	54	86	180	37	49	76	162
Sand Lake	131	42	26	51	119	36	23	46	105	30	22	36	90
Sanilac Centre	280	61	83	122	266	.....	.....	.....	.....	34	51	88	173
Saranac	287	46	130	124	300	40	116	103	259	37	98	90	225
Saugatuck	245	38	26	121	185	35	25	113	173	32	24	106	162
Schoolcraft	200	32	53	95	180	31	48	89	168	30	46	85	161
Scottville	236	51	120	60	231	48	114	55	217	39	90	45	174
Sebewaing	562	28	50	262	330	28	50	206	284	22	31	136	189
Shelby	389	37	117	219	423	62	89	119	270	60	76	116	252
Shepherd	275	23	65	132	220	20	52	98	170	18	49	88	155
Sheridan	151	26	48	93	167	18	40	72	130	15	29	51	95
Sherman	140	40	49	73	162	40	49	73	162	28	31	41	100
Sherwood	121	15	63	40	118	12	52	35	99	11	48	30	89
South Frankfort	207	22	45	110	177	18	30	80	128	17	25	72	114
South Lyons	198	52	79	60	191	52	79	60	191	40	60	45	145
Sparta	412	73	105	183	361	58	85	154	297	55	79	139	273
Spring Lake	290	57	84	58	199	42	59	41	142	39	53	37	129
Springport	138	54	40	55	149	47	38	50	135	47	33	38	118
Stambaugh	486	24	90	148	262	9	65	140	214	11	78	143	232
Standish	436	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Charles	499	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Johns	890	194	264	290	748	172	228	289	689	142	216	253	612
Stephenson	1,245	99	150	108	357	99	150	108	357	25	36	32	93
Stevensville	275	35	47	94	176	33	44	89	166	27	37	72	136

* Where a blank occurs the item was not reported.
† Superintendent included.
‡ Not legally graded.

*TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	Number of special teachers.
				High school department.		Grammar department.		Primary department.		†Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
90	67	72	76	1.2	.....	.7	.7	.....	1.3	2	2	1-10	1
97	96	95	96	.9	2	1	1	.....	3	2	6	1-6	.....
96	95	94	95	.9	1	.....	2	.....	5	1	8	1-6	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91	94	80	88	1	1	.....	2	.....	1	1	4	.....	.....
.....	.....	.....	.....	1	1	.....	1	.....	2	1	4	.....	.....
72	90	88	86	1	.....	.....	1	.....	1	1	2	.....	.....
.....	72	71	71	.....	.....	1	.....	.....	1	1	1	.....	.....
92	91	92	92	1	.....	1	.....	.....	2	2	2	.....	.....
91	92	96	93	1.8	.....	.....	1	.....	2	2	3	1-5	.....
96	92	91	93	.6	2.4	.....	2.6	.....	3	1	8	3-8	1
95	93	89	92	.9	1.6	.....	3.4	.....	4.5	1	10.5	1-7	.5
.....	.....	.....	.....	1	.....	1	.....	.....	2	2	2	.....	.....
90	92	93	92	1	.....	.....	1	.....	1	1	2	.....	.....
97	96	90	94	.....	5	.....	4	.....	5	.....	14	.....	.....
51	80	62	64	1	.....	.....	1	.....	1	1	2	.....	.....
68	86	79	77	1	.....	.....	1	.....	1	1	2	.....	.....
91	96	92	93	.8	2	2	.....	3	.....	6	2	1-4	.....
92	88	85	88	1	1	.....	2	.....	2	1	5	.....	.....
97	97	94	96	.9	2	.....	3	1	6	2	11	1-6	.....
.....	67	69	68	.....	.....	1	.....	.....	1	1	1	.....	.....
89	99	92	93	1	1	.....	1	.....	1	1	3	1-8	.....
74	74	79	76	1	1	.....	1	.....	2	1	4	.....	.....
90	90	90	90	.5	1	.....	4	.....	4	1	9	1-2	.....
91	92	96	93	1	1	.....	2	.....	2	1	5	.....	.....
90	90	47	76	.9	1	.....	2	.....	2	1	5	1-10	.....
83	83	83	83	2	.....	.....	2	.....	2	2	4	.....	.....
98	96	94	96	1.7	2	1	2	.....	3	3	7	1-3	1
.....	.....	.....	.....	1	.....	.....	1	.....	1	1	2	.....	.....
87	80	70	79	1	1	.....	1	.....	1	1	3	.....	.....
90	79	91	86	.9	2	.....	2	.....	2	1	6	1-6	.....
83	96	84	87	1	.....	.....	1	.....	1	1	2	.....	.....
.....	.....	.....	.....	1	.....	.....	1	.....	2	1	3	.....	.....
93	92	81	89	2	.....	.....	2	.....	3	2	5	.....	.....
91	89	92	91	1	.....	.....	1	.....	3	1	4	1-8	.....
98	97	96	97	.6	2	.....	2	.....	2	1	6	3-8	.....
76	75	75	75	2	.....	.....	2	.....	1	2	3	1-6	.....
77	61	54	64	1	.....	1	.....	.....	3	2	3	.....	.....
82	84	79	82	.5	1.5	.....	2.5	.....	3	1	7	1-2	.....
90	94	99	91	1.8	.....	.....	1	.....	2	2	3	1-4	.....
60	64	59	61	2	.....	.....	1	.....	1	2	2	.....	.....
70	65	60	65	1	.....	.....	1	.....	1	1	2	.....	.....
88	76	81	82	1	.....	1	1	.....	1	2	2	.....	.....
96	83	80	86	1	.....	.....	1	.....	2	1	3	.....	.....
77	76	71	75	1	1	.....	2	.....	1	1	4	.....	.....
94	92	90	92	.9	1	.....	2	.....	4	1	7	3-25	.....
91	89	93	91	.8	1	.....	3	.....	1	1	5	1-5	.....
90	87	76	84	.9	1	1	1	.....	1	2	3	1-6	.....
.....	.....	.....	.....	1	.....	.....	3	1	5	2	8	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	92	2.8	3	2	3	.....	8	5	14	3-4	1
79	63	75	72	2	1	.....	3	.....	2	2	6	1-8	.....
82	84	81	82	.8	1	.....	1	.....	2	1	4	1-8	.....

*TABLE XVII.—CONTINUED.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Stockbridge	195	40	64	73	177	31	56	58	145	31	56	58	145
‡Sunfield													
Sutton's Bay	237	23	28	53	104	23	28	53	104	20	23	35	78
Tecumseh	593	139	197	230	566	119	173	166	458	116	164	159	439
Tekonsha	173	39	49	87	175	37	47	67	151	33	45	50	128
Thompsonville	340	41	33	257	331	35	28	200	263	35	28	200	263
Three Oaks	421	38	107	162	307	24	98	125	257	32	95	121	248
Trenton	408	19	102	211	332	15	81	183	279	16	90	189	295
Tustin	148	23	51	50	124	23	36	38	96	19	34	32	85
‡Ubly													
Union City	356	94	107	192	393	85	85	142	312	80	81	131	292
Unionville	227												
Utica	227	24	71	55	160	30	62	40	132	23	54	36	113
Vandalia	156	31	52	48	131	30	50	43	123	29	48	39	116
Vassar	517	74	145	222	441	58	96	145	299	53	91	135	279
Vermontville	204	76	60	89	225	67	52	83	202	58	48	75	181
Vernon	148	38	49	65	152	31	40	43	114	29	39	41	109
Vicksburg	213	58	80	93	231	49	63	66	178	47	61	62	170
‡Wakefield													
Warren	117		36	49	85		29	39	68		26	34	60
Watervliet	353	54	90	147	291	46	65	140	271	44	73	128	245
Wayland	145	86	32	56	174	75	27	40	142	71	25	34	130
Wayne	340	81	150	165	396	73	125	126	324	70	109	112	291
Webberville	142												
West Branch	577												
‡Westphalia													
White Cloud	191	26	41	111	178	16	38	104	158	16	33	86	135
Whitehall	519	52	169	184	405	45	136	149	330	42	125	137	304
White Pigeon	173	54	40	70	164	48	36	65	149	45	33	60	138
Williamston	343	79	125	139	343	63	89	119	271	60	84	111	255
Woodland	110	51	31	44	126	42	42	42	126	40	28	29	97
Yale	399												
Zeeland	593	34	156	190	380	30	136	182	348	28	130	178	336

* Where a blank occurs the item was not reported.
† Superintendent included.
‡ Not legally graded.

*TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	Number of special teachers.
				High school department.		Grammar department.		Primary department.		†Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
.....	.....	.....	87	.8	1	.....	1.5	.....	1.5	1	4	1 4	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88	88	88	88	1	.....	.....	1	.....	1	1	2	.....	.....
97	95	96	96	.5	4	.....	4	.....	5	1	13	1-2	1
90	88	85	87	1	.....	.....	1	.....	2	1	3	.....	.....
85	85	78	82	.9	1	.....	1	.....	3	1	5	1-10	.....
94	96	92	94	1	1	.....	2	.....	3	1	6	.....	.....
84	88	90	87	.9	2	.....	2	.....	3	1	7	1-6	.....
90	87	86	88	1	.....	.....	1	.....	1	1	2	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95	95	91	93	1.7	2	.....	3	.....	4	2	9	1-3	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93	88	90	90	1	1	.....	2	.....	1	1	4	.....	.....
93	92	82	89	1	.....	1	1	.....	1	2	2	.....	.....
92	94	93	93	.8	2	.....	3	.....	5	1	10	1-4	.....
94	94	86	91	.9	2	.....	1	.....	1	1	4	1-6	.....
94	93	95	94	1	.....	.....	1.5	.....	1.5	1	3	.....	.....
96	97	94	95	1.5	1	1	1	.....	2	3	4	1-2	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	89	86	88	.....	.....	1	.....	.....	1	1	1	.....	.....
.....	.....	.....	.....	.8	1	.....	2	.....	3	1	6	2-9	.....
.....	.....	.....	74	1	1	.....	1	.....	1	1	3	.....	.....
95	87	88	90	.7	2	.....	3	.....	3	1	8	3-8	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86	87	83	85	1	.....	.....	1	.....	2	1	3	.....	.....
.....	.....	.....	.....	1	1	.....	4	.....	4	1	9	.....	.....
96	92	91	93	.8	1	.....	2	.....	2	1	5	1-4	.....
94	93	92	93	.6	3	1	1	.....	3	2	7	2-5	1
95	96	87	92	1	.....	.....	1	.....	1	1	2	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	92	91	92	1	1	.....	4	.....	3	1	8	.....	1

*TABLE XVII.—CONTINUED.

Miscellaneous statistics of city schools as reported

Incorporated cities.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Adrian	22	40	50	41	50	....	....	50	$20 00	.....	.....	.....	.....	.....
Albion	24	34	36	32	37	3	1	41	4 00	$4 00	$3 50	.....	.....	.....
Alpena	20	37	42	38	3	12	20	35	.....	.....	.....	18	14.2	11.5
Ann Arbor	22	.....	†37	32	221	....	....	221	18 00	13 50	9 00	18.5	14.4	10.9
Au Sable	35	56	47	47	....	....	1	1	.....	.....	.....	18	.....	.....
Battle Creek	30	31	35	33	56	14	5	75	13 25	6 50	1 80	18	14	10
Bay City	25	31	34	31	51	12	16	79	25 00	15 00	10 00	19	15	12
Belding	20	27	33	29	29	....	....	29	16 00	16 00	16 00	18	12	8
Benton Harbor	27	37	34	34	....	....	....	55	18 00	14 40	.....	18	14	10
Bessemer	15	39	43	39	....	....	....	25	.....	.....	.....	.....	.....	.....
Big Rapids	25	29	31	32	8	2	....	10	15 00	12 00	9 00	18	.....	.....
Cadillac	29	40	47	41	....	....	....	.....	10 00	.....	.....	18	.....	.....
Charlotte	27	31	34	31	....	....	....	.....	19 50	15 60	13 65	18	.....	.....
Cheboygan	24	38	45	40	....	....	8	8	1 25	1 50	1 50	18	.....	.....
Clare	26	43	48	40	9	4	....	13	10 00	10 00	10 00	18	14.5	11
Coldwater	23	33	43	35	32	9	5	46	5 00	4 00	3 00	19.2	15.5	11.7
Corunna	22	25	43	30	24	13	2	39	10 00	7 00	7 00	18	15	10.5
Crystal Falls	29	51	34	37	....	....	....	.....	.....	.....	.....	18	14	10.5
Detroit	20	29	41	34	....	....	....	64	50 00	28 00	28 00	.....	.....	.....
Dowagiac	25	43	42	39	41	12	8	61	16 00	12 00	10 00	18.5	.....	.....
East Tawas	18	70	40	42	....	....	....	.....	.....	.....	.....	17	13	9
Eaton Rapids	20	33	48	33	37	4	....	41	16 00	12 00	12 00	.....	.....	.....
Escanaba	22	42	50	43	2	4	1	7	15 00	10 00	10 00	18	14	10
Flint	23	31	38	32	72	11	7	90	24 00	*20 00	12 00	18	14	10
Gladstone	15	35	42	35	....	....	....	.....	.....	.....	.....	18	.....	.....
Gladwin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Haven	18	42	37	36	11	6	2	19	1 00	75	50	18.8	14.3	11
G'd Ledge, N. S.	14	50	37	32	3	....	....	3	10 00	7 50	7 50	18	12	.....
G'd Ledge, S. S.	17	40	44	31	24	7	....	31	14 00	10 00	10 00	18	16	10
Grand Rapids	28	33	37	35	95	20	38	153	20 00	16 00	12 00	18.5	14.5	11.1
Greenville	20	49	39	37	40	3	2	45	17 00	14 00	12 00	17	15.9	11.5
Harrison	30	33	52	41	2	1	....	3	8 00	.....	.....	18	13	8
Hastings	27	31	27	28	28	1	....	29	16 00	14 00	14 00	.....	.....	.....
Hillsdale	33	29	37	34	40	21	....	61	15 00	12 00	9 00	17.9	.....	.....
Holland	29	43	44	45	16	15	4	35	8 00	8 00	8 00	17.8	13.4	.....
Hudson	37	33	32	33	60	6	2	68	16 00	13 20	10 00	18	13	8.5
Ionia	21	26	36	29	49	54	39	142	20 00	14 80	10 00	.....	.....	.....
Iron Mountain	21	43	46	43	2	....	....	2	15 00	10 00	10 00	19	14.5	10.5
Ironwood	32	37	34	35	....	....	....	40	.....	.....	.....	18	13	10
Ishpeming	12	39	36	33	1	....	....	1	20 00	.....	.....	.....	.....	.....
Jackson	24	31	39	34	15	10	7	32	20 00	16 00	12 00	19	15	11
Kalamazoo	27	38	43	38	28	11	7	46	38 00	19 00	12 16	18 8	.....	.....
Lansing	30	30	36	33	28	17	2	47	19 00	9 50	9 50	17	13	10
Lapeer	21	38	35	34	45	3	1	49	20 00	16 00	12 00	18.4	14	11.1
Ludington	27	42	38	38	18	....	....	18	15 00	12 00	12 00	19	14	10

* Where a blank occurs the item was not reported.
† Includes both grammar and primary departments.
‡ Half year grades.

*TABLE XVII.—CONTINUED.

by superintendents for the school year 1901-1902.

Number studying—				Number of graduates.	Number of grades in the school.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Does school give special instruction in—					Has the school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?
Latin.	Greek.	French.	German.						Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?			
129	.....	18	73	47	12	5	yes	1-2	yes	yes	no	no	no	yes	yes	no
41	.....	.....	28	27	12	5	no	1-4	yes	yes	no	no	no	no	yes	no
48	.....	.....	36	17	12	8	no	1-5	no	yes	yes	no	no	no	yes	no
281	17	49	129	65	12	7	no	.....	yes	yes	no	yes	yes	yes	yes	no
38	.....	.....	10	10	11	1	no	1-2	no	no	no	no	no	no	no	no
281	19	39	56	.....	13	9	yes	1-2	yes	yes	.....	yes	yes	yes	yes	yes
164	21	142	116	53	‡25	11	no	.....	yes	yes	no	yes	yes	yes	yes	yes
21	.....	.....	42	20	12	1	yes	.....	yes	yes	yes	.....	.....	no	yes	no
51	9	.....	31	26	12	4	no	1-8	yes	yes	yes	no	no	yes	yes	yes
10	5	.....	15	13	12	3	yes	.....	yes	yes	.....	.....	.....	.....	yes	.....
50	.....	.....	22	16	12	4	yes	1-2	yes	yes	yes	no	no	yes	yes	no
85	2	14	30	30	12	3	yes	1-2	yes	yes	yes	.....	.....	no	yes	no
.....	.....	.....	.....	18	13	6	no	3-10	yes	yes	no	no	no	yes	yes	no
31	.....	.....	.....	11	12	7	no	.....	no	yes	yes	no	no	yes	yes	no
22	.....	.....	14	2	12	1	no	1-8	no	no	no	no	no	no	no	.....
46	.....	.....	40	23	12	4	yes	.....	yes	yes	yes	no	no	yes	yes	no
35	.....	.....	10	9	12	1	no	1-4	yes	yes	no	no	no	no	yes	no
12	.....	.....	10	9	12	4	yes	.....	yes	yes	no	no	no	no	yes	no
380	57	336	659	250	12	71	yes	.....	yes	yes	yes	yes	yes	yes	yes	yes
81	3	.....	16	18	12	4	yes	.....	yes	yes	yes	no	no	no	yes	no
.....	.....	.....	.....	7	12	1	yes	.....	no	no	no	no	no	.....	no	.....
50	.....	.....	14	8	12	1	no	.....	yes	yes	no	no	no	no	yes	no
50	.....	30	20	11	12	5	yes	.....	yes	no	yes	no	no	yes	yes	no
117	9	35	50	49	12	8	no	.....	yes	yes	no	yes	no	yes	yes	no
25	.....	12	1	5	12	1	yes	.....	no	no	no	no	no	no	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
45	.....	.....	34	18	12	3	yes	.....	no	no	yes	no	no	yes	yes	yes
4	.....	.....	.....	4	12	1	no	1-4	no	no	no	no	no	no	yes	no
11	.....	.....	6	6	12	1	no	1-6	yes	no	no	no	no	no	yes	no
502	4	57	385	141	12	38	yes	.....	yes	yes	no	yes	yes	yes	yes	yes
40	3	6	10	15	12	4	yes	yes	yes	yes	no	no	no	no	yes	no
.....	.....	.....	.....	7	12	1	.....	.....	no	no	no	no	no	no	yes	no
67	.....	.....	39	22	12	4	no	.....	yes	no	no	no	no	no	yes	no
98	.....	.....	65	31	12	2	no	1-15	yes	yes	no	no	no	no	yes	no
55	.....	.....	11	22	12	.....	no	.....	yes	yes	yes	no	no	no	yes	no
45	.....	.....	26	20	12	1	yes	1-4	yes	yes	no	no	no	no	yes	no
54	4	10	39	24	12	4	yes	.....	no	yes	yes	no	no	yes	yes	no
37	.....	.....	25	12	12	6	no	1-3	no	no	no	no	no	no	yes	no
25	.....	.....	60	15	12	8	yes	.....	yes	yes	no	no	no	no	yes	no
57	.....	.....	52	.....	12	6	yes	.....	yes	yes	no	yes	yes	no	no	no
168	.....	13	.....	36	12	16	no	1-6	yes	yes	no	no	no	no	yes	no
230	8	10	72	33	12	10	yes	.....	yes	yes	no	yes	yes	no	yes	no
170	25	.....	223	52	12	12	no	1-4	yes	yes	.....	no	no	no	yes	no
55	5	5	32	16	12	1	yes	.....	no	yes	yes	no	no	yes	yes	no
.....	.....	.....	.....	23	13	5	no	1-4	yes	yes	no	no	no	no	yes	no

*TABLE XVII.—CONTINUED.

Incorporated cities.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Mackinac Island.	25	40	55	35	....	....	....	.....	.....	.....	.....	.....	.....	.....
Manistee.....	22	37	31	31	39	13	10	62	$16 00	$10 00	$10 00	17.5	14	10.5
Manistique.....	15	41	44	40	....	7	7	14	.....	22 50	22 50	18	.....	11
Marine City.....	20	43	58	47	....	....	....	20	10 00	7 50	5 00	19	14	10
Marquette.....	22	48	34	33	....	....	....	.....	.....	.....	.....	.....	.....	.....
Marshall.....	25	34	29	30	38	4	2	44	20 00	16 00	10 00	18	14	10
Mason.....	31	34	31	33	54	10	....	64	12 00	8 00	8 00	18.8	15	11.6
Menominee.....	23	41	42	40	12	12	9	33	19 00	15 00	10 00	17.9	14	.....
Midland.....	22	36	42	35	15	....	....	15	15 00	10 00	7 50	18	14	10
Monroe.....	24	47	47	39	66	12	1	79	16 00	12 00	8 00	18.7	14.2	9.3
Mt. Clemens.....	18	43	37	34	20	3	1	24	12 00	10 00	8 00	17.9	13.6	9.2
Mt. Pleasant	22	31	34	30	17	8	8	33	13 00	10 00	10 00	18	15	11
Muskegon.....	31	40	41	40	7	5	8	20	24 00	20 00	16 00	18	14	10
Negaunee.....	19	45	38	37	....	....	....	.....	.....	.....	.....	17.6	13.5	10.5
Niles.....	31	46	38	40	32	19	3	54	15 20	11 40	7 60	18	.....	.....
North Muskegon	.....	38	21	27	....	....	....	.....	.....	.....	.....	.....	13	10.4
Norway.....	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Owosso.....	30	30	36	33	....	....	....	35	16 00	12 00	10 00	.....	.....	.....
Petoskey	19	38	38	34	10	13	6	29	14 25	9 50	9 50	18.9	.....	.....
Pontiac.....	25	36	36	35	42	17	7	66	20 00	18 00	14 00	.....	.....	.....
Port Huron.....	23	45	36	37	4	5	2	11	21 00	15 00	9 00	18	14	10
Saginaw.....	22	30	34	31	34	21	7	62	22 00	18 00	14 00	17.8	14.5	10.3
Saginaw, W. S..	25	33	41	36	8	11	3	22	25 00	12 00	9 00	18	15	10.5
St. Clair.....	35	40	36	37	12	1	2	15	15 00	10 00	7 50	18	14	10
St. Ignace.....	26	45	38	40	3	3	....	6	4 50	.....	.....	17	13	10
St. Joseph.....	25	35	38	34	8	2	1	11	40 00	30 00	20 00	17.9	14.1	10.8
St. Louis.....	32	27	42	35	36	4	....	40	12 00	10 00	10 00	17.3	14	.....
Sault Ste. Marie.	28	43	44	41	....	....	....	.....	.....	.....	.....	19	13	9
South Haven....	32	40	46	40	96	39	13	148	15 20	9 50	5 70	18.3	14	9.5
Stanton.....	23	43	29	30	28	2	....	30	9 50	9 50	.....	18	.....	.....
Sturgis.....	24	30	43	33	10	1	2	13	19 00	13 30	13 30	18	14.5	10.5
Tawas City.	33	44	36	39	2	1	1	4	10 00	7 50	7 50	18	.....	.....
Three Rivers....	16	30	33	28	7	....	....	7	16 00	13 00	13 00	18	.....	.....
Traverse City....	.....	.....	.....	35	....	....	....	84	18 00	14 40	10 80	19	15	11
West Bay City..	17	26	35	30	6	6	14	26	25 00	20 00	15 00	17	14.1	10.3
Wyandotte.....	15	39	45	38	10	6	2	18	12 00	9 00	6 00	18	14	10
Ypsilanti.....	31	34	37	35	68	4	2	74	16 00	10 00	10 08	20	14.6	11

* Where a blank occurs the item was not reported.

TABLE XVII.—CONTINUED.

Number studying—				Number of graduates.	Number of grades in the school.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Does school give special instruction in—					Has the school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?
Latin.	Greek.	French.	German.						Vocal music?	Drawing?	Penmanship.	Manual training?	Domestic science?			
.....	.....	16	.....	.....	12	1	no	1-3	no	no	yes	no	no	yes	yes	.....
66	.....	16	30	52	12	6	yes	.....	yes	yes	no	no	no	yes	yes	no
28	.....	.....	.....	5	12	3	yes	1 2	yes	yes	.....	.....	.....	no	yes	.....
19	.....	.....	16	13	12	3	no	.....	no	no	no	no	no	yes	yes	no
69	.....	31	36	.....	12	.....	yes	.....	yes	no	no	no	no	yes	yes	no
103	.....	.....	50	30	12	6	no	.....	no	yes	no	no	no	yes	yes	no
42	.....	.....	28	16	12	2	yes	1-4	yes	no	no	no	no	no	yes	no
117	.....	.....	72	33	12	.....	yes	.....	yes	yes	no	yes	yes	yes	yes	yes
.....	.....	.....	.....	14	12	4	no	1-3	yes	yes	yes	no	.....	yes	yes	no
36	8	.....	27	16	12	3	.....	1-4	yes	yes	yes	no	no	no	yes	no
25	.....	.....	22	20	12	4	yes	.....	yes	yes	no	no	no	yes	yes	no
53	.....	.....	29	26	12	3	no	1-4	yes	yes	.....	.....	no	yes	yes	no
154	.....	50	42	65	12	8	yes	.....	yes	yes	no	yes	yes	yes	yes	no
21	.....	12	10	14	12	1	yes	1-6	.....	.....	.....	.....	no	yes	yes	no
90	.....	.....	70	25	12	6	no	1-4	yes	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	9	3	no	.....	no	no	no	no	no	no	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	37	12	4	no	.....	yes	yes	no	no	no	yes	yes	no
27	.....	.....	27	9	12	2	no	1-3	yes	yes	no	no	no	yes	yes	yes
.....	.....	.....	.....	.....	12	6	yes	.....	yes	yes	no	no	no	....	.....	yes
124	3	24	66	23	12	15	no	1-4	yes	yes	yes	no	no	yes	yes	yes
187	9	83	314	51	12	13	no	.....	yes	yes	yes	yes	yes	yes	yes	yes
.....	.....	.....	.....	27	12	35	no	.....	yes	yes	yes	no	no	yes	yes	no
40	.....	.....	14	11	12	4	no	1-3	yes	no	no	no	no	no	yes	no
5	.....	.....	.....	9	11	3	no	1-3	no	no	no	no	no	no	no	no
66	2	.....	44	22	12	.....	yes	.....	yes	yes	no	no	no	no	yes	no
38	.....	.....	24	10	12	.....	yes	.....	no	no	yes	no	.....	yes	no	no
37	.....	24	20	17	12	7	yes	1-2	yes	yes	yes	no	no	yes	yes	yes
60	.....	.....	20	14	12	1	no	1-3	yes	yes	yes	no	no	yes	yes	no
40	.....	.....	.....	9	12	1	yes	.....	no	no	no	no	no	no	yes	no
29	.....	.....	21	6	13	1	no	1-2	yes	yes	no	no	no	no	yes	no
.....	.....	.....	.....	6	12	1	no	1-3	no	no	yes	no	no	no	no	no
.....	.....	.....	.....	17	12	2	no	1-4	yes	yes	no	no	no	yes	yes	no
80	.....	.....	75	28	12	5	no	1-2	yes	yes	yes	no	no	yes	yes	yes
74	.....	.....	30	6	12	6	no	1-2	yes	yes	no	no	no	no	yes	no
32	.....	.....	15	12	12	3	yes	1-3	yes	yes	no	no	no	no	no	no
93	.....	14	59	41	12	4	no	1-3	yes	yes	no	no	no	no	yes	no

*TABLE XVII.—CONTINUED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Addison	40	20	83	40	17	8	....	25	$12 40	$10 80	$9 00	18	.....	.....
Algonac	16	27	53	35	1	....	....	1	.....	.....	.....	15	11	9
Allegan	30	55	39	40	....	....	....	26	13 00	.....	.....	18.2	.....	.....
Alma	30	37	54	43	20	10	....	30	10 00	10 00	10 00	18	14	12
Almont	30	37	40	35	28	2	....	30	13 60	10 00	10 00	17.5	12	9
Armada	17	70	46	39	32	12	3	47	15 00	15 00	7 50	.....	.....	.....
Ashley	12	28	93	44	2	1	....	3	10 00	5 00	5 00	.....	14	11
Athens	43	40	35	38	13	2	....	15	.....	.....	.....	17	.....	.....
†Atlanta	.....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
Attica	.....	25	35	30	....	2	....	2	.....	10 00	.....	.....	17	11
Augusta	33	20	53	32	21	1	....	22	9 00	.....	.....	17.5	14	8
Bad Axe	21	30	42	32	21	....	....	21	15 00	12 50	10 00	18	14	10
Baldwin	26	61	52	46	....	....	....	....	8 00	5 00	5 00	15	.....	.....
Bancroft	31	31	25	29	15	7	4	26	10 00	10 00	10 00	19.5	14	11.1
Bangor	34	45	55	45	39	9	12	60	13 30	9 50	5 70	17.5	13.5	10
Baraga	22	51	63	44	....	....	....	....	.....	.....	.....	18	.....	.....
Bear Lake	34	21	64	40	8	....	....	8	9 00	9 00	9 00	15.8	11	9
Beaverton	30	30	60	35	2	....	....	2	.....	.....	.....	19	13	8
Bellaire	21	54	41	41	....	....	....	....	10 00	9 00	9 00	17	13	9
Bellevue	30	30	32	30	29	6	2	37	12 50	12 50	12 50	19	14	10.6
Benzonia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Berrien Springs	18	26	35	26	15	10	4	29	12 00	10 00	10 00	17	12	9
Birmingham	37	50	36	40	57	4	3	64	15 21	12 00	6 00	18.5	14.3	11
Blissfield, E. S.	30	34	46	36	22	8	2	32	10 00	10 00	10 00	17	14	10
Blissfield, W. S.	33	28	60	39	10	2	....	12	3 00	3 00	3 00	17	12	9
Bloomingdale	18	43	51	32	....	....	....	.....	12 00	.....	.....	17	12	10
Boardman	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Boyne	15	28	38	31	2	2	....	4	9 00	9 00	9 00	.....	13.5	9.8
Boyne Falls	3	38	37	28	....	....	....	.....	.....	.....	.....	16.3	13.3	11
Breedsville	.....	30	40	35	....	....	....	.....	.....	.....	.....	.....	.....	.....
Brighton	33	27	34	31	....	....	....	.....	14 00	10 00	10 00	18	13	9
Britton	.....	38	60	49	....	7	1	8	.....	9 00	9 00	.....	17	.....
Bronson	24	41	32	32	12	3	....	15	15 00	9 00	.....	19	14	10
Brooklyn	25	40	29	31	27	6	....	33	10 00	.....	.....	18	.....	.....
Brown City	31	37	69	52	10	8	5	23	10 00	7 50	5 00	.....	.....	.....
Buchanan	20	32	36	28	25	13	3	41	13 50	10 00	6 50	17.8	14	10.5
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burr Oak	10	54	21	21	14	4	2	20	18 00	15 00	11 00	18	14	9
Byron	20	37	48	31	....	....	....	30	12 50	10 00	7 50	16	.....	.....
Caledonia	51	30	36	37	35	3	1	39	10 00	10 00	10 00	16	13	8
Camden	26	25	41	31	16	5	....	21	9 00	9 00	9 00	16.5	14	10
Capac	27	38	44	35	19	1	2	22	15 00	15 00	10 00	17	.....	.....
Caro	30	35	40	36	38	7	1	46	13 00	10 00	7 80	18.2	14.8	10.6
Carson City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carsonville	35	30	50	38	5	....	....	5	.....	.....	.....	14	.....	9
Caseville	37	36	60	44	1	2	6	9	.....	.....	.....	18	16	11
Casnovia	26	18	45	49	14	4	2	20	10 00	10 00	10 00	17	.....	.....
Cass City	42	46	53	49	31	2	2	35	15 00	12 50	10 00	17.7	13	.....
Cassopolis	22	42	44	34	33	4	1	38	13 30	11 40	9 50	18	16	13.5
Cedar Springs	32	19	50	32	37	6	1	44	14 00	11 00	6 00	18	14	12
Central Lake	22	32	36	32	2	2	....	4	.....	.....	.....	.....	.....	.....
Centreville	16	36	33	25	15	1	....	16	10 00	10 00	.....	17.1	.....	.....
Charlevoix	35	42	40	40	18	2	....	20	13 50	9 00	9 00	17.8	13.8	10.4
Chelsea	22	30	38	30	30	7	2	39	15 00	12 00	9 00	18	14	10
Chesaning	20	30	32	26	29	4	1	34	10 00	10 00	10 00	18	.....	.....

* Where a blank occurs the item was not reported.
† Not legally graded.

*TABLE XVII.—CONTINUED.

Number studying—				Number of graduates.	Number of grades in the school.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Does school give special instruction in—					Has the school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?
Latin.	Greek.	French.	German.						Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?			
11	.....	.....	19	5	12	.....	yes	1-4	no	no	no	no	no	no	.....	.....
.....	.....	5	.....	.....	12	1	no	1-6	no	no	no	no	no	yes	yes	no
55	.....	.....	45	21	13	2	no	1-6	yes	yes	no	no	no	no	yes	no
.....	.....	.....	.....	8	12	1	yes	.....	yes	yes	no	no	no	no	yes	no
16	.....	.....	.....	11	12	1	no	1-3	yes	yes	yes	no	no	no	no	no
28	.....	.....	.....	13	12	1	no	.....	no	no	no	no	no	no	no	no
.....	.....	.....	.....	.....	10	1	no	1-8	no	no	no	no	no	no	no	no
10	.....	.....	.....	10	12	1	yes	1-5	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	2	10	1	no	.....	.....	.....	.....	.....	no	.....	yes	no
4	.....	.....	.....	.....	12	.....	.....	.....	no	no	no	no	no	yes	.....	no
30	.....	.....	36	11	12	1	no	1-2	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	9	10	1	no	.....	no	yes	yes	.....	.....	.....	yes	.....
3	.....	.....	.....	2	12	1	no	.....	no	no	no	no	no	yes	yes	no
47	.....	.....	12	7	12	2	yes	.....	yes	no	no	no	no	.....	no	no
.....	.....	.....	.....	1	12	5	.....	1-5	yes	yes	yes	no	no	yes	yes	.....
.....	.....	.....	.....	5	10	1	.....	.....	no	yes	yes	no	no	.....	.....	no
.....	.....	.....	.....	1	12	3	no	1-5	no	no	yes	no	no	yes	no	no
10	.....	.....	.....	5	12	1	no	1-2	no	no	no	no	no	yes	yes	no
41	.....	.....	16	10	12	1	no	.....	yes	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	.....	.....	.....	.....	12	1	yes	1-2	no	.....	.....	.....	.....	yes	yes	no
35	.....	.....	25	13	12	1	no	.....	.....	.....	.....	.....	.....	yes	.....	no
18	.....	.....	.....	4	12	1	no	1-5	no	no	no	no	no	yes	yes	no
13	.....	.....	.....	9	12	1	no	.....	no	yes	yes	.....	.....	.....	yes	no
.....	.....	.....	.....	3	12	1	no	.....	no	no	yes	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	12	1	no	1-2	no	no	no	no	no	no	no	no
.....	.....	.....	.....	.....	12	1	.....	1-3	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	9	1	no	.....	.....	.....	.....	.....	.....	.....	yes	.....
30	.....	.....	32	9	12	1	no	1-10	no	yes	yes	no	no	yes	.....	no
.....	.....	.....	.....	6	10	1	no	.....	no	no	yes	no	no	no	yes	no
10	.....	.....	.....	3	12	1	no	1-3	no	yes	yes	no	no	yes	yes	no
16	.....	.....	.....	6	12	1	no	1 6	no	yes	yes	no	no	no	yes	no
.....	.....	.....	.....	.....	11	1	no	.....	no	yes	no	no	no	no	no	no
26	.....	.....	20	8	12	2	no	.....	yes	yes	.....	.....	.....	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	.....	.....	4	5	12	1	yes	1-3	no	yes	yes	yes	no	.....	yes	no
.....	.....	.....	.....	8	10	1	no	.....	no	no	yes	no	no	no	yes	no
.....	.....	.....	.....	9	11	1	no	.....	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	2	11	.....	no	.....	no	no	no	no	no	yes	yes	.....
.....	.....	.....	.....	7	11	1	no	.....	no	no	yes	no	no	no	yes	no
42	.....	.....	26	12	12	2	yes	.....	no	yes	yes	no	no	yes	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	10	10	1	no	1-12	.....	.....	yes	.....	.....	.....	yes	.....
7	.....	.....	.....	7	10	1	.....	1-3	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	3	10	1	no	1-20	no	yes	yes	.....	.....	no	no	no
21	.....	.....	3	12	12	1	yes	1-2	no	no	no	no	no	yes	yes	no
45	.....	.....	8	7	12	.....	no	.....	yes	yes	yes	no	no	no	no	no
18	.....	.....	18	11	12	1	no	1 9	.....	.....	no	.....	.....	yes	yes	.....
20	.....	.....	.....	13	12	1	yes	1-2	.....	.....	.....	.....	.....	.....	yes	.....
9	.....	.....	2	13	12	1	no	1-5	no	no	no	no	no	no	yes	no
48	.....	.....	32	23	12	1	no	1-2	yes	yes	no	no	no	no	yes	no
28	2	.....	10	14	12	1	no	1-2	yes	no	no	no	no	no	no	no
10	.....	.....	18	11	12	1	no	1-4	yes	.....	.....	.....	.....	.....	.....	.....

*TABLE XVII.—CONTINUED.

Incorporated villages.	Average number of pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Clarkston	24	52	29	32	13	....	....	13	$13 00	$10 00	$10 00	18	.....	.....
Clayton	47	29	41	39	14	4	....	18	.....	.....	.....	16.4	.....	.....
†Clifford	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
Climax	.....	.....	.....	.....	.....	.....	....	.....	12 60	10 80	10 80	.....	13	.....
Clinton	19	33	47	31	19	2	....	21	13 30	11 40	9 50	17	.....	.....
Clio	25	18	40	28	....	....	....	.....	33 00	30 00	30 00	18	14	11
Coleman	10	80	62	46	....	....	....	6	10 00	.....	.....	18	.....	.....
Coloma	27	44	42	40	5	1	....	6	15 00	15 00	15 00	17	13	9
Columbiaville	15	32	52	28	22	4	....	26	20 00	.....	.....	18	13	10
Concord	18	28	25	23	....	....	....	19	12 00	.....	.....	18	.....	.....
Constantine	16	22	40	27	18	8	2	28	5 00	4 00	3 50	14	13	7.7
Coopersville	21	42	39	32	17	1	....	18	.....	.....	.....	18	13	10
Copemish	25	38	39	34	1	....	....	1	.....	.....	.....	15	.....	.....
Croswell	18	47	51	42	11	4	....	15	10 00	10 00	10 00	18	14	10
†Croton	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
Custer	23	29	40	31	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
Dansville	13	29	18	25	7	8	....	15	25 00	20 00	20 00	17	14	.....
Davison	53	31	35	35	25	17	4	46	12 00	10 00	10 00	17	14.1	9.8
Dearborn	20	22	71	37	7	2	....	9	10 00	.....	.....	.....	.....	.....
Decatur	24	42	41	35	30	....	....	30	13 00	10 00	7 00	18	14	10
Deckerville	.....	43	45	44	.....	.....	.....	.....	15 00	.....	.....	.....	.....	.....
Deerfield	28	29	32	31	11	4	5	20	10 00	7 50	5 00	16.6	.....	.....
Delray	8	87	59	65	5	...	....	5	10 00	10 00	10 00	18.5	14	10
Detour	20	64	57	49	.....	.....	.....	.....	.....	.....	.....	18	14	.....
Dexter	20	44	42	34	26	3	....	29	14 40	12 90	10 80	17	13	9
Douglas	28	34	39	32	2	.....	.....	2	11 25	.....	.....	.....	.....	.....
Dryden	30	32	40	34	11	2	1	14	12 50	12 50	10 30	17	.....	.....
Dundee	24	27	28	27	13	2	2	17	15 00	9 00	6 00	18.5	14.6	11
Durand	15	36	65	43	6	9	....	15	10 00	10 00	10 00	17.7	.....	.....
†Eagle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†East Gd. Rapids	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
East Jordan	13	28	45	35	12	1	....	13	9 00	.....	.....	18	13	9
Eau Claire	.....	25	48	33	.....	.....	.....	10	9 00	.....	.....	.....	.....	.....
Edmore	31	34	51	40	14	1	2	17	10 00	10 00	7 50	.....	.....	.....
Elkton	51	52	76	56	6	....	3	9	10 00	8 00	6 00	16	.....	.....
Elsie	39	32	39	37	20	4	3	27	11 87	9 50	7 12	18	13	10
†Emmet	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Empire	48	56	39	47	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essexville	.....	39	39	39	.....	2	3	5	.....	5 00	.....	.....	.....	.....
Evart	26	28	31	30	12	1	1	14	10 00	10 00	7 50	18	14	10
Farmington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Farwell	8	37	65	44	....	.....	.....	12	6 00	.....	.....	.....	.....	.....
Fennville	47	21	46	36	....	.....	....	45	11 25	.....	.....	17	.....	.....
Fenton	37	43	35	38	29	.....	....	29	20 00	16 00	12 00	19	12	8
Fife Lake	.....	30	30	30	....	10	....	10	.....	9 00	.....	.....	14	9.5
Flushing	25	30	43	32	14	5	1	20	14 00	12 50	12 50	17	.....	.....
Forestville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†Fowler	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fowlerville	30	21	26	28	22	4	....	26	15 00	12 00	12 00	18	14	.....
Frankfort	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†Fraser	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fremont	20	30	35	32	12	3	1	16	12 50	10 00	7 50	18	15	11
Fruitport	.....	15	45	30	....	.....	.....	.....	10 00	.....	.....	.....	14	9
Gagetown	.....	25	49	37	....	9	1	10	.....	.....	.....	.....	13	.....
†Gaines	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Where a blank occurs the item was not reported.
† Not legally graded.

*TABLE XVII.—CONTINUED.

Number studying—				Number of graduates.	Number of grades in the school.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Does school give special instruction in—					Has the school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?
Latin.	Greek.	French.	German.						Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?			
5	.....	.....	.....	5	12	1	no	1-3	no	no	yes	no	no	no	yes	no
.....	.....	.....	.....	7	10	1	no	1-2	no	no	no	no	no	no	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	3	12	1	no	.....	.....	.....	.....	.....	.....	.....	yes	.....
8	.....	.....	16	6	.....	1	.....	1-2	no	yes	yes	no	no	yes	no	no
32	.....	.....	12	2	12	1	yes	.....	no	no	no	no	no	no	yes	no
6	.....	.....	.....	2	12	1	no	1-5	.....	.....	yes	.....	.....	yes	yes	no
.....	.....	.....	.....	7	11	1	no	1-2	.....	.....	.....	.....	.....	.....	.....	no
.....	.....	.....	.....	10	11	1	no	.....	no	no	no	no	no	yes	yes	no
6	.....	.....	.....	11	12	1	no	1-4,	.....	.....	yes	.....	.....	yes	yes	no
32	.....	.....	13	11	12	1	no	1-3	.....	yes	yes	yes	.....	.....	yes	no
.....	.....	.....	.....	9	11	.....	.....	.....	no	yes	yes	no	no	no	.....	.....
.....	.....	.....	.....	4	10	1	yes	1-2	no	no	yes	no	no	no	yes	no
.....	.....	.....	.....	2	12	1	no	.....	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	10	10	1	yes	2-3	no	no	yes	no	no	no	no	no
2	.....	.....	.....	5	12	1	no	1-2	no	no	no	no	no	no	no	no
30	.....	.....	.....	12	11	1	no	1-10	no	no	yes	no	no	yes	no	no
.....	.....	.....	.....	1	12	1	no	1-3	no	yes	yes	no	no	no	no	no
31	.....	.....	18	8	13	1	.....	1-4	yes	yes	yes	no	no	no	yes	no
.....	.....	.....	.....	.....	8	.....	no	1-2	no	no	yes	no	no	no	no	no
.....	.....	.....	.....	9	12	1	no	.....	no	no	no	no	no	no	no	no
8	.....	2	19	4	12	2	yes	.....	yes	yes	no	no	no	no	yes	no
.....	.....	.....	.....	8	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	no	.....
17	.....	.....	22	7	12	1	no	.....	yes	no	no	no	no	no	yes	no
10	.....	.....	.....	3	10	1	no	.....	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	8	10	1	.....	.....	.....	.....	.....	.....	.....	.....	no	.....
11	.....	.....	.....	6	12	1	no	.....	no	no	no	no	no	no	no	no
15	.....	.....	6	10	12	2	yes	1-2	no	yes	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	.....	20	20	6	12	1	no	1-4	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	9	1	no	.....	no	.....	.....	.....	.....	.....	no	yes	no
.....	.....	.....	.....	6	11	1	yes	1-2	no	no	yes	no	no	yes	yes	no
.....	.....	.....	.....	1	10	.....	no	1-8	yes	yes	yes	no	no	no	no	no
.....	.....	.....	.....	6	12	.....	no	.....	no	yes	yes	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	11	1	no	1 12	.....	.....	.....	.....	.....	.....	yes	.....
.....	.....	.....	.....	13	8	1	no	.....	no	no	no	no	no	.....	yes	no
6	.....	.....	.....	6	8	1	yes	.....	no	no	no	no	no	no	yes	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	1	.....	.....	yes	.....	.....	.....	.....	.....	yes	no
.....	.....	.....	.....	14	10	1	no	1-2	yes	yes	yes	.....	.....	.....	yes	.....
43	.....	.....	37	13	12	3	no	1-5	yes	yes	yes	no	.....	yes	yes	no
.....	.....	.....	.....	14	9	1	yes	.....	no	no	no	no	no	no	no	no
20	.....	.....	.....	5	12	1	no	1-4	yes	.....	.....	.....	.....	no	.....	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	.....	.....	8	7	12	1	yes	1-3	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	7	12	1	yes	.....	no	no	no	no	no	yes	yes	no
.....	.....	.....	.....	.....	10	1	no	1-6	no	yes	yes	no	no	no	yes	.....
7	.....	.....	7	4	12	1	no	.....	yes	yes	yes	no	.....	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*TABLE XVII.—CONTINUED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Galesburg	30	23	35	28	37	5	2	44	$12 60	$10 08	$8 28	18	14	9
Galien	19	53	60	38	11	3	4	18	1 25	50	.....	17.6	.....	.....
†Garden	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gaylord	18	40	43	36	7	3	2	12	7 00	5 00	3 00	17	12.5	9.9
†Glenwood	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gobleville	32	26	33	31	....	....	....	17	10 00	7 00	7 00	16	.....	.....
Grandville	42	32	53	40	15	4	1	20	7 50	7 50	7 50	17	13.4	10
†Grant	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grass Lake	19	44	40	25	30	5	2	37	15 00	12 00	9 00	18	.....	.....
Grosse Pointe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†G. Pointe Farms	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hancock	24	37	38	35	23	19	7	49	30 00	20 00	20 00	17.6	14.3	11.2
Hanover	24	45	35	32	....	....	....	27	12 00	.....	.....	17	13	10
Harbor Beach	19	22	59	36	8	2	1	11	11 50	10 00	9 00	18	.....	.....
Harbor Springs	22	35	40	34	....	....	....	.....	.....	.....	.....	18.3	15	11
Harrietta	22	22	43	29	2	2	....	4	.....	.....	.....	14	.....	.....
Harrisville	13	58	50	32	1	....	....	1	5 00	.....	.....	15	.....	.....
Hart	17	30	66	34	14	4	13	31	12 00	9 00	3 00	18	15	10
Hartford	24	30	56	40	26	2	1	29	13 50	9 00	4 50	18	.....	.....
Hersey	29	40	46	38	16	2	....	18	10 00	10 00	.....	.....	14	10
Hesperia	14	34	80	35	23	....	1	24	12 00	8 00	8 00	17	.....	.....
Highland Park	.....	25	32	28	....	6	3	9	.....	12 00	12 00	.....	14	10
Hillman	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Holly	23	36	40	32	22	6	....	28	14 00	11 00	.....	18	15	8
Homer	26	40	40	35	....	....	....	21	13 00	.....	.....	18	.....	.....
Houghton	15	31	35	30	8	1	....	9	35 00	30 00	30 00	18.7	15	11
Howard City	23	40	47	32	18	1	3	22	9 00	.....	.....	16	.....	.....
Howell	31	42	27	32	....	....	....	71	16 00	12 00	12 00	18	14	10
Hubbardston	24	23	37	28	14	....	1	15	9 00	9 00	9 00	.....	13.2	10.7
Imlay City	26	49	61	46	17	....	....	17	15 00	.....	.....	18	13	9
Iron River	10	29	43	34	1	7	2	10	6 75	6 75	5 40	.....	15	12
Ithaca	27	44	44	39	31	9	4	44	11 88	9 50	9 50	18	15	11
Jonesville	34	38	55	38	23	6	....	29	10 00	10 00	10 00	18	14	10
Kalkaska	20	44	49	39	8	3	5	16	13 50	11 25	9 00	.....	.....	.....
Kingsley	.....	49	91	70	....	6	....	6	.....	10 80	.....	.....	17	9
Kingston	.....	47	65	56	....	5	....	5	.....	1 00	.....	.....	.....	.....
Laingsburg	25	20	37	24	30	2	....	32	12 50	12 00	6 00	18	14	9
Lake Ann	.....	40	57	45	....	....	....	1	.....	.....	.....	.....	.....	.....
Lake City	16	25	54	43	....	....	....	.....	10 00	.....	.....	.....	.....	.....
Lake Linden	21	23	37	30	1	....	....	1	20 00	.....	.....	18.2	14.8	10.2
Lake Odessa	28	43	35	34	25	16	4	45	1 40	1 20	1 00	18	16	12
Lakeview	30	38	54	42	38	1	3	42	11 85	7 12	7 12	19.1	14.4	11.2
L'Anse	10	40	40	29	....	....	....	.....	.....	.....	.....	17	.....	.....
Laurium	23	40	52	43	18	2	....	20	25 00	15 00	15 00	19	14.5	.....
Lawrence	31	32	40	34	47	4	....	51	11 25	7 65	5 85	17	13	10
Lawton	20	26	39	28	18	5	4	27	9 50	9 50	8 70	17.2	14	.....
Leonard	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Le Roy	25	27	47	36	4	2	....	6	2 25	.....	.....	17	14	12
Leslie	30	47	52	42	25	4	2	31	15 00	12 00	8 00	18	13	8
Lexington	22	27	45	38	11	1	1	13	10 00	.....	.....	15	12	8
Linden	50	40	45	45	24	3	3	30	10 00	7 50	7 50	15	11	9
Lisbon	.....	26	33	28	....	....	....	6	.....	.....	.....	18	.....	.....
Litchfield	20	35	25	27	22	2	1	25	12 00	.....	.....	18	12	8
Lowell	46	38	29	34	34	3	1	38	16 00	.....	.....	19	14	10
Luther	32	30	61	43	4	7	2	13	7 50	6 00	3 00	18	.....	.....

* Where a blank occurs the item was not reported.
† Not legally graded.

*TABLE XVII.—CONTINUED.

Number studying—				Number of graduates.	Number of grades in the school.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Does school give special instruction in—					Has the school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?
Latin.	Greek.	French.	German.						Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?			
9	.....	.....	.....	11	12	1	no	.....	no	no	no	no	no	no	no	no
6	.....	.....	.....	7	12	1	no	1-5	no	yes	yes	.....	.....	.....	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	8	3	12	1	yes	.....	yes	yes	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	.....	.....	.....	7	12	.....	no	1-6	no	no	no	no	no	no	.....	no
.....	.....	.....	.....	5	12	1	no	1-3	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	.....	.....	15	6	12	1	yes	1-2	yes	yes	yes	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	.....	12	24	12	12	6	no	.....	no	no	no	no	no	no	no	no
.....	.....	.....	.....	10	12	1	no	1-4	no	no	no	no	no	.....	yes	no
9	.....	.....	.....	3	12	1	no	1-3	no	no	no	no	no	no	yes	no
26	.....	.....	15	6	12	1	no	1-10	no	.....	.....	no	no	no	yes	no
.....	.....	.....	.....	3	10	1	no	.....	no	no	no	no	no	no	no	no
4	.....	.....	.....	4	11	1	no	1-4	no	no	no	no	no	yes	yes	no
6	.....	.....	.....	5	12	1	no	1-5	no	no	no	no	no	no	yes	no
13	.....	.....	.....	7	12	1	no	.....	no	yes	yes	no	no	yes	yes	no
.....	.....	.....	4	.....	12	1	yes	.....	yes	no	yes	no	no	yes	yes	no
.....	.....	.....	.....	2	12	1	no	.....	no	no	yes	no	no	no	.....	no
.....	.....	.....	.....	.....	8	1	no	1-3	yes	yes	yes	.....	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	.....	.....	16	3	12	1	no	1-4	no	yes	yes	no	no	no	yes	no
41	.....	.....	.....	10	12	1	no	1 3	yes	yes	yes	no	no	yes	yes	no
32	.....	.....	31	7	12	2	yes	.....	no	yes	yes	no	no	yes	yes	yes
15	.....	.....	.....	11	12	1	no	1-2	yes	yes	no	no	no	.....	yes	.....
97	12	.....	52	38	12	3	no	1-2	yes	yes	yes	no	no	no	no	no
.....	.....	.....	.....	1	11	1	no	.....	no	no	no	no	no	no	yes	no
23	.....	.....	7	3	12	1	no	1-4	yes	no	no	no	no	no	yes	no
4	.....	.....	.....	.....	12	1	yes	1-3	no	no	no	no	no	yes	no	no
71	.....	1	42	21	12	1	yes	.....	yes	no	no	no	no	yes	yes	no
12	.....	.....	14	7	12	1	no	1-8	yes	.....	.....	.....	.....	no	yes	no
13	.....	.....	.....	2	12	1	yes	1-3	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	4	10	1	no	1-4	no	no	yes	no	no	yes	no	.....
.....	.....	.....	.....	1	10	1	no	.....	.....	.....	yes	.....	.....	yes	yes	no
20	.....	.....	.....	3	12	1	no	1-2	no	yes	yes	no	no	yes	yes	no
.....	.....	.....	.....	.....	8	1	no	1-6	no	.....	.....	.....	.....	.....	no	.....
4	.....	.....	.....	.....	12	1	no	.....	.....	.....	yes	.....	.....	.....	yes	.....
77	7	22	11	17	13	4	yes	.....	yes	yes	no	no	.....	yes	yes	no
4	.....	.....	.....	9	12	1	no	1-4	yes	yes	yes	no	no	yes	no	no
15	.....	.....	.....	7	12	1	yes	1-2	no	no	yes	no	no	yes	yes	no
9	.....	.....	19	5	12	5	no	1 4	no	no	no	no	no	no	no	no
55	.....	.....	48	31	13	9	yes	.....	yes	yes	no	yes	yes	yes	yes	yes
22	.....	.....	.....	9	12	1	.....	.....	yes	.....	yes	.....	.....	.....	.....	.....
14	.....	.....	.....	8	12	1	no	.....	no	yes	yes	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	2	12	1	yes	.....	no	no	yes	no	no	no	no	no
12	.....	.....	6	11	12	1	no	1-4	no	no	no	no	no	no	yes	no
12	.....	.....	.....	8	12	1	yes	1-6	.....	.....	yes	.....	.....	yes	yes	no
.....	.....	.....	.....	6	10	1	no	1-10	.....	.....	yes	.....	.....	.....	.....	.....
.....	.....	.....	.....	4	10	1	no	1-4	.....	.....	yes	.....	.....	.....	no	no
22	.....	.....	.....	4	12	1	no	.....	yes	no	no	.....	.....	no	no	no
21	.....	.....	23	18	12	3	yes	.....	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	8	11	1	yes	1-6	no	yes	yes	no	no	yes	no	no

*TABLE XVII.—CONTINUED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Lyons	25	25	40	32	12	2	3	17	$6 00	.....	.....	16	15	11
Mackinaw City	22	30	59	35	.....	.....	.....	.....	.....	.....	.....	.....	13	10
Mancelona	20	29	40	36	1	.....	.....	1	10 80	$9 00	$9 00	17.9	14.2	10.5
Manchester	24	29	41	31	30	2	.....	32	15 00	12 00	.....	18.3	13.5	9
Manton	20	28	47	33	19	2	1	22	1 20	1 00	1 00	17	13	9
Maple Rapids	9	45	57	30	4	3	2	9	12 00	10 00	8 00	16.7	14.2	10.6
Marcellus	20	35	51	34	24	10	2	36	11 70	11 70	11 70	17	14	9
Marion	33	39	57	46	11	2	.....	13	9 00	6 75	6 75	17	.....	.....
Marlette	26	33	42	35	43	1	3	47	12 50	7 50	7 50	18	15	10
Mayville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
McBain	30	50	45	43	.....	.....	.....	.....	7 50	.....	.....	16	12	.....
McBride	17	48	76	47	20	.....	.....	20	4 75	4 75	4 75	15.3	14	10
Mecosta	50	50	64	55	.....	.....	.....	.....	7 50	7 50	7 50	.....	.....	.....
Memphis	28	48	54	40	10	1	2	13	12 50	10 00	7 50	17	14	8
Mendon	15	29	40	26	30	4	.....	34	12 60	.....	.....	17	13	10
†Merrill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Metamora	28	27	30	28	9	.....	.....	9	9 00	4 50	4 50	.....	.....	.....
Middleville	20	33	36	28	18	6	2	26	12 00	10 50	9 00	17	14	10
Milan	32	32	26	30	27	2	1	30	13 50	9 00	9 00	18	14	10
Milford	28	40	25	30	11	14	1	26	17 00	13 00	13 00	19	14	10
Millington	27	49	72	44	15	.....	.....	15	10 00	.....	.....	19	.....	.....
Minden	.....	55	85	70	.....	2	6	8	.....	6 08	.....	.....	.....	.....
Montague	29	40	31	33	13	7	.....	20	9 00	4 50	4 50	18	.....	.....
†Montrose	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morenci	26	39	41	35	17	4	.....	21	12 00	9 00	9 00	17	14	9
Morley	45	29	26	33	8	.....	.....	8	7 60	4 50	4 50	14	12	.....
Morrice	33	46	31	35	16	11	.....	27	9 50	9 50	7 12	18	14.7	12.8
Mt. Morris	29	46	36	37	15	.....	.....	15	10 00	.....	.....	.....	14	10
Munising	16	30	40	34	.....	.....	.....	.....	.....	.....	.....	17	14	10
Muir	20	20	34	27	6	4	.....	10	9 00	6 75	6 75	17	14	11
Musk'g'n Heights	7	49	92	49	3	4	13	20	12 00	10 00	6 00	17	.....	.....
Nashville	18	51	24	31	30	1	.....	31	16 00	12 00	12 00	18	.....	.....
†Naubinway	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newaygo	25	43	41	37	11	1	.....	12	13 00	.....	.....	19	12.5	10
New Baltimore	15	31	30	23	3	1	.....	4	10 00	10 00	10 00	17.2	.....	.....
Newberry	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†New Boston	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Buffalo	24	29	66	46	5	4	.....	9	10 00	5 00	5 00	19	.....	.....
New Haven	32	42	46	40	10	.....	.....	10	9 00	.....	.....	18	13	9
North Adams	29	44	45	37	40	1	2	43	9 00	9 00	9 00	17	13	9
North Branch	30	31	36	32	.....	.....	.....	23	15 00	.....	.....	18.5	.....	.....
Northville	30	30	55	40	17	4	3	24	8 00	6 50	6 50	18	13	10
Oakley	.....	28	25	27	.....	2	.....	2	.....	4 00	.....	.....	17	.....
Olivet	38	39	42	40	27	6	.....	33	11 40	9 50	9 50	17	14.5	10
Onekama	32	40	42	38	3	4	.....	7	6 75	4 50	4 50	15	.....	8
Onaway	16	28	22	22	.....	.....	.....	5	7 50	.....	.....	18	.....	.....
Ontonagon	12	26	33	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Orion	14	46	42	31	5	5	4	14	10 00	8 00	8 00	18	13.7	11
Oscoda	15	55	49	41	2	1	.....	3	6 00	6 00	6 00	17	13	10
Otisville	30	31	24	28	.....	.....	.....	.....	.....	.....	.....	16	.....	.....
Otsego	25	38	42	36	24	.....	.....	24	13 00	.....	.....	18	14	10
Otter Lake	.....	40	36	38	.....	6	1	7	.....	6 00	6 00	.....	.....	.....
Ovid	28	56	24	37	29	5	3	37	15 00	12 00	12 00	17	13	7.8
Oxford	24	31	49	30	20	7	3	30	12 00	10 00	10 00	18	14	10.5
Parma	32	30	41	33	18	.....	1	19	12 00	.....	10 00	18	15	10

* Where a blank occurs the item was not reported.
† Not legally graded.

*TABLE XVII.—CONTINUED.

Number studying—				Number of graduates.	Number of grades in the school.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Does school give special instruction in—					Has the school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?
Latin.	Greek.	French.	German.						Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?			
.....	.....	.....	.....	4	11	.....	no	1-2	.....	.....	.....	.....	.....	yes	yes	.....
.....	.....	.....	.....	.....	10	1	no	1-3	no	yes	yes	no	no	no	no	.....
.....	.....	.....	.....	7	12	2	yes	1-5	no	no	no	no	no	no	yes	.....
14	.....	.....	19	11	12	1	no	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	5	12	1	no	1-3	no	no	no	no	no	no	no	no
4	.....	.....	.....	7	10	1	no	.....	no	no	no	no	no	no	yes	no
28	.....	.....	9	13	12	1	.....	1-5	.....	.....	.....	.....	.....	.....	yes	no
1	.....	.....	.....	4	11	1	no	1-3	.....	.....	yes	.....	.....	yes	yes	no
10	.....	.....	.....	13	12	1	no	1-3	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	3	10	1	no	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	.....	.....	.....	3	11	1	no	1-2	.....	yes	yes	.....	.....	.....	yes	.....
.....	.....	.....	.....	.....	10	1	no	.....	no	no	yes	yes	no	.....	yes	.....
6	.....	.....	.....	2	12	1	.....	.....	.....	.....	yes	.....	.....	.....	.....	.....
11	.....	.....	6	11	12	1	no	1-5	yes	no	yes	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	11	1	no	.....	no	no	no	no	no	no	no	no
15	.....	.....	.....	5	12	1	.....	.....	no	yes	.....	no	no	yes	no	no
3	.....	.....	.....	10	12	1	no	.....	no	no	no	no	no	no	no	no
40	.....	.....	.....	3	12	1	no	1-12	no	yes	yes	.....	.....	no	yes	no
.....	.....	.....	.....	5	12	1	no	.....	.....	.....	yes	.....	.....	no	yes	no
.....	.....	.....	.....	.....	10	1	no	.....	.....	.....	.....	.....	.....	.....	no	no
28	.....	.....	13	8	12	1	yes	.....	yes	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
40	.....	.....	20	11	12	1	no	.....	no	yes	yes	no	no	yes	yes	no
.....	.....	.....	.....	10	10	1	no	1-3	.....	yes	yes	no	yes	no	yes	.....
.....	.....	.....	.....	11	11	1	no	.....	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	11	1	no	.....	.....	.....	yes	.....	.....	yes	no	no
.....	.....	.....	.....	2	12	3	no	1-3	yes	yes	no	no	no	no	yes	no
6	.....	.....	.....	7	11	1	yes	.....	no	no	no	no	no	yes	no	no
.....	.....	.....	.....	5	10	1	yes	1-2	no	no	no	no	no	no	yes	no
25	.....	.....	4	7	12	1	yes	1-2	yes	yes	no	no	no	yes	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	4	12	.....	no	.....	yes	yes	yes	no	no	no	yes	no
.....	.....	.....	10	5	12	1	no	2-5	.....	.....	.....	.....	.....	no	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	4	12	1	no	.....	no	no	yes	no	no	no	yes	no
3	.....	.....	.....	3	12	2	no	.....	.....	.....	.....	.....	.....	yes	yes	no
18	.....	.....	.....	13	12	1	no	1-4	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	8	12	1	no	1-2	.....	.....	.....	.....	.....	yes	yes	no
31	.....	.....	12	6	12	1	yes	.....	yes	no	yes	no	no	no	yes	no
.....	.....	.....	.....	2	8	1	no	.....	.....	.....	yes	.....	.....	.....	yes	no
32	.....	.....	.....	3	12	1	yes	1-3	yes	no	yes	no	no	no	yes	no
.....	.....	.....	3	5	12	1	no	1-12	.....	.....	.....	.....	.....	yes	yes	.....
6	.....	.....	.....	1	12	1	no	.....	no	yes	yes	no	no	no	no	no
.....	.....	.....	.....	5	12	4	no	.....	no	.....	.....	.....	.....	no	yes	no
.....	.....	.....	.....	3	12	1	no	.....	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	5	11	2	no	1-3	no	no	no	no	no	no	yes	yes
.....	.....	.....	.....	7	10	1	.....	.....	no	no	yes	no	.....	.....	yes	no
18	.....	.....	21	20	12	1	no	1-3	yes	yes	.....	.....	.....	yes	yes	no
.....	.....	.....	.....	5	.....	.....	.....	.....	no	no	no	no	no	no	.....	no
.....	.....	.....	.....	12	12	1	no	1-10	no	no	no	no	no	no	yes	no
25	.....	.....	4	5	12	1	no	1-12	yes	.....	.....	.....	.....	yes	yes	no
2	.....	.....	12	7	12	1	no	.....	yes	no	no	no	no	no	yes	no

*TABLE XVII.—CONTINUED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Paw Paw	34	49	36	39	50	4	2	56	$13 00	$11 50	$10 00	19	14.5	.....
Pentwater	12	45	37	33	....	....	2	2	3 00	2 00	1 00	.....	.....	.....
Perrinton	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
†Perry	22	25	76	34	24	5	2	31	10 00	7 50	7 50	18	.....	.....
Petersburg	11	71	23	28	....	....	....	.....	13 50	9 00	6 75	.....	.....	.....
Pewamo	11	43	56	37	2	1	....	3	9 00	.....	.....	16	.....	.....
Pierson	.....	41	53	47	....	6	....	6	.....	6 00	.....	.....	16	10
Pinckney	25	43	17	25	12	3	4	19	15 00	12 50	10 00	17.8	12.5	8.2
Pinconning	25	50	62	64	....	....	....	.....	10 00	10 00	10 00	17	13	9
Plainwell	35	30	34	36	47	10	2	59	15 00	13 00	9 00	19	14	10.5
Plymouth	23	29	41	30	25	7	2	34	13 00	12 00	7 00	19	14	11.3
Port Austin	18	26	57	39	....	....	....	.....	.....	.....	.....	17	12	8
Port Hope	9	35	45	29	....	....	....	.....	.....	.....	.....	16	.....	.....
Portland	14	29	33	25	22	8	2	32	15 20	.....	.....	18	15	10
Port Sanilac	39	36	32	35	3	....	....	3	7 20	7 20	7 20	.....	.....	.....
Potterville	34	35	56	42	....	....	....	.....	9 00	.....	.....	.....	.....	.....
Quincy	24	38	33	31	34	6	....	40	12 00	9 50	7 50	17	.....	.....
Reading	33	45	44	40	21	4	5	30	14 25	14 25	9 50	18	14	10
Reed City	30	53	34	37	....	....	....	31	.....	.....	.....	18	14	10
Reese	.....	33	43	38	....	6	....	6	.....	7 50	.....	.....	14	.....
Richland	20	22	38	25	18	3	1	22	16 00	10 00	10 00	19	12	9
Richmond	14	38	37	28	22	5	1	28	13 50	11 25	9 00	16	13	10
River Rouge	15	44	75	55	....	....	....	.....	.....	.....	.....	16	.....	.....
Rochester	26	53	60	46	17	5	1	23	13 00	10 00	8 00	17	14	11
Rockford	24	33	37	31	25	5	3	33	14 00	12 00	10 00	17	.....	.....
Rogers	30	39	35	34	....	....	....	.....	.....	.....	.....	16	.....	.....
Romeo	30	40	38	35	27	5	....	32	16 00	14 00	12 00	17	13.6	10.5
Roscommon	38	37	60	45	....	....	....	.....	5 00	.....	.....	.....	.....	.....
Royal Oak	30	78	33	43	10	....	....	10	10 00	.....	.....	17	11	.....
Saline	14	27	43	26	13	9	2	24	16 00	13 00	12 00	17.6	13.3	9.6
Sand Lake	36	23	46	35	15	3	....	18	9 00	6 00	6 00	16	13	10
Sanilac Centre	.....	.....	.....	.....	10	1	....	11	1 00	75	.....	17	.....	.....
Saranac	20	58	34	37	18	11	1	30	13 00	10 00	10 00	16	.....	.....
Saugatuck	35	25	37	34	11	2	....	13	12 00	12 00	12 00	17	14	9
Schoolcraft	12	24	45	25	14	6	3	23	18 00	14 40	10 80	19	15	11
Scottville	24	57	55	43	....	....	....	13	11 25	.....	.....	.....	14	.....
Sebewaing	28	50	68	57	....	....	....	4	5 00	5 00	5 00	.....	.....	.....
Shelby	31	36	39	36	26	1	....	27	12 00	12 00	12 00	18	13	9
Shephard	11	52	49	34	....	....	....	4	10 00	10 00	10 00	.....	.....	.....
Sheridan	9	40	72	32	20	8	3	31	10 00	7 50	5 00	18.3	15	9.5
Sherman	40	49	73	52	6	2	4	12	9 00	.....	.....	.....	.....	.....
Sherwood	12	26	35	25	....	....	....	15	9 50	9 50	9 50	17	12	9
South Frankfort	18	30	40	32	....	....	....	.....	4 00	3 00	2 00	18	14	12
South Lyon	26	40	60	38	40	....	....	40	12 00	.....	.....	16	13	7
Sparta	20	42	38	37	15	4	....	19	16 00	12 00	12 00	18.7	14.7	11.3
Spring Lake	23	20	41	24	....	....	....	3	4 50	.....	.....	.....	.....	.....
Springport	25	19	50	27	20	....	....	20	10 00	.....	.....	18	14	9.5
Stambaugh	9	22	23	21	....	....	....	.....	.....	.....	.....	15	12	8
Standish	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
St. Charles	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
St. Johns	30	45	36	37	66	4	1	71	20 00	12 50	.....	18	14.2	.....
Stephenson	33	50	54	44	....	....	....	.....	.....	.....	.....	16	.....	.....
Stevensville	18	44	44	27	6	....	....	6	12 50	.....	.....	16	12	8
Stockbridge	17	37	38	29	....	....	....	11	12 50	.....	.....	19	.....	.....
Sunfield	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....

* Where a blank occurs the item was not reported.
* Not legally graded.

TABLE XVII.—CONTINUED.

Number studying—				Number of graduates.	Number of grades in the school.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Does school give special instruction in—					Has the school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?
Latin.	Greek.	French.	German.						Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?			
30	.....	.....	25	23	12	1	no	1-2	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	12	1	yes	.....	no	no	no	no	no	no	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	.....	.....	18	6	12	1	no	1-2	no	no	no	no	no	no	no	no
12	.....	.....	10	.....	12	1	no	....	yes	yes	yes	no	no	no	yes	no
.....	.....	.....	.....	3	11	1	no	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	6	10	1	.....	1-3	.....	.....	.....	.....	.....	yes	yes	no
.....	.....	.....	.....	5	12	1	no	.....	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	2	10	1	no	.....	no	yes	yes	no	no	no	yes	no
46	.....	.....	48	24	12	2	yes	.....	yes	yes	yes	no	no	no	yes	no
19	.....	.....	7	8	12	1	yes	.....	yes	yes	no	no	no	yes	yes	no
.....	.....	.....	.....	2	12	1	no	.....	.....	.....	.....	.....	.....	.....	no	no
.....	.....	.....	.....	4	10	1	no	.....	no	no	no	no	no	no	yes	no
37	.....	.....	25	15	12	2	yes	1-3	yes	yes	yes	.....	.....	no	.....	no
.....	.....	.....	.....	.....	10	1	no	.....	.....	.....	.....	.....	.....	.....	yes	.....
.....	.....	.....	.....	.....	10	1	no	.....	no	no	no	no	no	no	no	no
16	.....	.....	8	7	12	1	no	1-2	yes	no	yes	no	no	.....	yes	no
60	.....	.....	.....	8	12	1	no	1-6	no	no	no	no	no	no	yes	no
50	.....	.....	28	10	12	2	yes	.....	no	no	no	no	no	yes	yes	no
.....	.....	.....	.....	.....	10	1	no	.....	.....	.....	.....	.....	.....	no	no	no
12	.....	.....	.....	2	12	1	no	.....	no	no	no	no	no	no	no	no
17	.....	.....	.....	7	12	1	no	.....	no	yes	.....	.....	.....	no	yes	no
.....	.....	.....	.....	4	10	1	yes	.....	.....	.....	.....	.....	.....	yes	yes	.....
8	.....	.....	.....	7	12	1	no	.....	no	no	no	no	no	no	yes	no
30	.....	.....	.....	6	12	1	no	.....	.....	.....	.....	.....	.....	.....	no	no
.....	.....	.....	.....	5	9	4	no	.....	.....	.....	.....	.....	.....	no	yes	no
30	2	.....	16	15	12	3	no	1-2	no	yes	no	no	no	yes	yes	no
.....	.....	.....	.....	.....	10	1	no	.....	no	yes	yes	no	no	no	no	no
5	.....	.....	.....	2	12	1	no	.....	no	no	yes	no	no	.....	yes	.....
17	.....	.....	11	.....	.....	1	yes	1-6	yes	yes	yes	no	no	no	yes	no
.....	.....	.....	.....	3	11	1	no	1-2	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	4	11	1	no	1-5	no	no	no	no	no	.....	.....	no
.....	.....	.....	.....	5	11	.....	.....	.....	no	no	no	no	no	yes	yes	no
.....	.....	.....	.....	8	11	2	no	1-3	yes	yes	yes	yes	.....	no	yes	no
2	.....	.....	10	3	12	1	no	.....	no	no	yes	no	no	no	yes	no
22	.....	.....	11	12	11	1	yes	.....	no	no	no	no	no	yes	no	.....
.....	.....	.....	.....	5	11	1	no	.....	no	no	no	no	no	no	no	no
8	.....	.....	.....	.....	12	.....	no	1-4	yes	no	yes	no	no	no	no	no
.....	.....	.....	.....	.....	10	2	no	1-2	.....	.....	.....	.....	.....	.....	yes	.....
.....	.....	.....	.....	7	11	1	no	1-2	no	yes	yes	no	no	no	no	no
.....	.....	.....	.....	.....	12	1	yes	1-3	no	no	yes	no	no	no	yes	no
8	.....	.....	.....	.....	12	1	no	1-6	no	no	no	no	no	no	no	no
.....	.....	.....	.....	3	12	1	no	.....	no	no	yes	no	no	no	yes	no
17	.....	.....	2	5	12	1	no	1-6	no	no	no	no	no	no	no	no
21	.....	.....	9	6	13	1	yes	.....	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	9	10	2	no	1-5	no	no	no	no	no	no	no	no
20	.....	.....	.....	9	12	1	no	1 2	.....	.....	.....	.....	.....	yes	no	.....
.....	.....	.....	.....	.....	10	2	yes	1-3	no	no	yes	no	no	yes	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89	.....	.....	38	28	12	3	no	1 4	yes	yes	yes	no	no	yes	yes	no
.....	.....	.....	.....	4	.....	2	yes	1-2	no	.....	.....	.....	.....	yes	yes	.....
9	.....	.....	.....	.....	11	1	no	.....	.....	.....	.....	.....	.....	no	yes	no
.....	.....	.....	.....	1	12	1	yes	3 5	yes	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*TABLE XVII.—CONCLUDED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Sutton's Bay	33	28	53	34	2	....	....	2	$10 00	.....	.....	.....	.....	.....
Tecumseh	26	43	33	34	41	2	....	43	16 67	$13 33	$11 67	19	15	11
Tekonsha	37	47	34	38	12	2	....	14	4 00	3 00	2 00	16	.....	.....
Thompsonville	18	28	66	44	2	....	....	2	9 00	4 50	4 50	19	13	.....
Three Oaks	17	49	42	37	12	3	2	17	15 00	12 50	6 00	17	.....	.....
Trenton	5	40	61	33	2	3	3	8	5 00	4 00	3 00	.....	14	11
Tustin	22	36	38	32	4	....	....	4	9 00	.....	.....	.....	12	8
†Ubly	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Union City	28	28	35	30	36	14	14	64	15 00	12 00	9 00	18	.....	.....
Unionville	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Utica	15	31	40	26	16	2	....	18	13 00	.....	.....	17	13	9
Vandalia	30	25	43	31	8	4	....	12	9 00	7 20	5 40	17	13	.....
Vassar	21	32	29	27	20	6	3	29	12 00	10 00	8 00	17	.....	.....
Vermontville	22	52	83	40	43	....	....	43	14 00	10 00	10 00	17	13	11
Vernon	31	27	28	28	11	6	4	21	10 00	7 50	7 50	17	14	10
Vicksburg	20	31	33	27	16	4	....	20	15 00	14 40	10 80	18	14	10
†Wakefield	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Warren	.....	29	39	34	....	8	....	8	.....	9 00	.....	.....	.....	.....
Watervliet	25	42	47	40	....	....	....	13	11 25	9 00	6 75	18	14	12
Wayland	38	27	40	35	35	....	....	35	11 00	9 00	7 00	18	.....	.....
Wayne	27	42	42	38	33	8	2	43	14 00	10 00	8 00	18.6	14.7	10.6
Webberville	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
West Branch	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
†Westphalia	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
White Cloud	16	38	52	39	....	....	....	.....	.....	.....	.....	.....	.....	.....
Whitehall	22	34	37	33	4	....	....	4	12 00	.....	.....	.....	.....	.....
White Pigeon	27	18	32	26	20	6	2	28	15 00	12 50	10 00	17	14	10
Williamston	18	44	39	32	43	12	1	56	14 00	10 00	8 00	18	15	11
Woodland	42	42	42	42	17	5	3	25	10 80	.....	.....	17	.....	.....
Yale	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Zeeland	30	34	60	40	3	2	2	7	10 00	8 00	6 00	16	.....	.....

* Where a blank occurs the item was not reported.
† Not legally graded.

TABLE XVII.—CONCLUDED.

Number studying—				Number of graduates.	Number of grades in the school.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Does school give special instruction in—					Has the school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?
Latin.	Greek.	French.	German.						Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?			
.....	.....	.....	.....	.....	12	1	no	1-2	no	yes	yes	no	no	.....	yes	no
48	.....	.....	27	15	12	2	no	1 6	yes	yes	.....	.....	.....	no	yes	no
.....	.....	.....	.....	10	11	.....	no	.....	no	no	yes	no	no	no	.....	.....
2	.....	.....	.....	2	12	1	yes	1-3	yes	yes	yes	no	no	.....	yes	no
24	.....	.....	.....	4	12	2	no	1-4	no	no	no	no	no	no	yes	no
2	.....	.....	3	.....	12	1	no	1-6	no	yes	yes	no	no	no	no	no
.....	.....	.....	.....	.....	12	1	no	.....	no	no	no	no	no	.....	.....	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	4	.....	21	15	12	1	yes	.....	yes	yes	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	.....	.....	.....	4	12	1	no	.....	no	yes	yes	no	no	yes	no	no
.....	.....	.....	.....	5	12	1	no	.....	no	yes	yes	no	no	yes	yes	no
27	.....	.....	8	8	12	3	no	1-3	no	yes	yes	.....	.....	.....	yes	no
30	.....	.....	14	7	12	1	yes	1-8	no	no	no	no	no	no	yes	no
15	.....	.....	.....	6	12	1	no	1-2	no	no	no	no	no	no	yes	.....
23	.....	.....	15	8	12	1	no	1-7	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	9	1	no	.....	no	no	no	no	no	no	no	no
11	.....	.....	.....	5	12	1	no	1-3	.....	.....	.....	.....	.....	no	yes	.....
.....	.....	.....	.....	18	11	1	no	.....	no	no	yes	no	no	no	yes	no
41	.....	.....	22	14	12	1	no	1-4	yes	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	10	.....	no	.....	no	no	yes	no	no	no	yes	.....
12	.....	.....	.....	4	12	1	no	1-4	.....	.....	.....	.....	.....	.....	yes	no
15	.....	.....	12	6	12	1	no	1-4	no	no	yes	no	no	no	yes	no
23	.....	.....	32	20	12	1	no	1-3	yes	no	no	no	no	yes	yes	no
.....	.....	.....	.....	15	10	1	no	1-12	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	8	11	1	yes	.....	yes	yes	yes	no	no	yes	.....	no

*TABLE XVIII.

Financial statistics of city and village schools as reported by superintendents for the year 1901–1902.

Incorporated cities.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Adrian	$1,500 00	$18,416 00	$1,300 00	$21,216 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	$11 72	$8 94	$20 66
Albion	1,500 00	9,960 56	602 00	12,062 56	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 67	5 77	20 44
Alpena	1,500 00	17,248 00	.....	18,748 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 76	6 32	18 08
Ann Arbor	2,300 00	36,275 72	2,550 00	41,125 72	.....	.....	.....	.....	.....	.....	.....	.....	.....	19 20	7 96	27 16
Au Sable	720 00	2,357 25	.....	3,077 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	7 69	1 89	9 59
Battle Creek	2,400 00	37,814 69	2,800 00	42,614 69	$22 79	$9 45	$32 24	$13 09	$9 45	$22 54	$8 94	$9 45	$18 39	14 11	9 45	23 56
Bay City	2,250 00	52,111 83	3,425 00	57,786 83	32 25	6 70	38 95	14 20	6 70	20 90	12 65	6 70	19 35	15 55	6 70	22 25
Belding	1,000 00	5,275 00	350 00	6,625 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 92	9 24	24 16
Benton Harbor	1,600 00	11,536 35	450 00	13,586 35	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 64	6 16	18 80
Bessemer	1,500 00	12,253 50	.....	13,753 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	16 12	14 90	31 02
Big Rapids	1,300 00	9,277 00	400 00	10,977 00	20 92	5 53	26 45	14 24	5 53	19 77	12 20	5 53	17 73	14 29	5 53	19 82
Cadillac	1,911 62	14,310 00	350 00	16,571 62	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 14	4 56	16 70
Charlotte	1,400 00	10,650 00	400 00	12,450 00	23 08	6 67	29 75	16 33	6 67	23 00	14 08	6 67	20 75	17 68	6 67	24 35
Cheboygan	1,100 00	9,984 87	.....	11,084 87	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 36	5 03	15 39
Clare	800 00	2,550 00	.....	3,350 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 38	10 07	19 45
Coldwater	1,400 00	11,176 20	.....	12,576 20	25 00	6 84	31 84	10 21	6 84	17 05	8 90	6 84	15 74	13 25	6 84	20 09
Corunna	1,000 00	3,400 00	300 00	4,700 00	19 62	5 57	25 19	19 43	5 57	25 00	12 99	5 57	18 56	16 55	5 57	22 12
Crystal Falls	1,500 00	9,887 00	138 12	11,525 12	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 70	8 96	23 66
Detroit	4,000 00	703,629 65	10,370 00	717,999 65	53 39	6 55	59 94	23 40	6 55	29 95	16 38	6 55	22 93	21 71	6 55	28 26
Dowagiac	1,500 00	9,406 50	425 00	11,331 50	28 41	8 76	37 17	9 41	8 76	18 17	9 23	8 76	17 99	12 83	8 76	21 59
East Tawas	800 00	2,945 00	.....	3,745 00	39 00	2 68	41 68	5 00	2 68	7 68	5 00	2 68	7 68	9 14	2 68	11 82
Eaton Rapids	810 00	4,556 25	250 00	5,616 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 50	4 52	18 02
Escanaba	1,410 00	17,805 75	255 00	19,470 75	31 36	7 61	38 97	10 76	7 61	18 37	8 97	7 61	16 58	11 96	7 61	19 57
Flint	1,600 00	30,424 50	1,295 00	33,319 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	15 23	13 80	29 03
Gladstone	1,100 00	6,835 00	....	7,935 00	38 60	2 60	41 20	12 14	2 60	14 74	11 45	2 60	14 05	13 50	2 60	16 10
Gladwin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Haven	1,200 00	10,120 00	380 00	11,700 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 34	6 89	19 23
Grand Ledge, N. S	600 00	1,266 25	.....	1,866 25	37 00	4 92	41 92	6 50	4 92	11 42	9 00	4 92	13 92	11 52	4 92	16 44
Grand Ledge, S. S	950 00	2,225 00	150 00	3,325 00	17 41	4 93	22 34	10 00	4 93	14 93	9 20	4 93	14 13	15 18	4 93	20 11
Grand Rapids	3,200 00	236,920 90	8,750 00	248,870 90	34 20	6 96	41 16	22 27	6 96	29 23	14 96	6 96	21 92	18 68	6 96	25 64
Greenville	1,000 00	7,070 00	550 00	8,620 00	24 16	6 13	30 29	9 51	6 13	15 64	5 66	6 13	11 79	13 16	6 13	19 29
Harrison	500 00	738 00	.....	1,238 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 31	1 61	9 92
Hastings	1,100 00	6,700 00	325 00	8,125 00	22 25	6 87	29 12	12 73	6 87	19 60	14 00	6 87	20 87	16 68	6 87	23 55
Hillsdale	1,250 00	7,952 55	600 00	9,802 55	19 95	4 41	24 36	11 53	4 41	15 94	10 49	4 41	14 90	13 10	4 41	17 51

Holland	1,300 00	12,999 76	493 75	14,793 51	17 86	5 76	23 62	8 90	5 76	14 66	6 03	5 76	11 79	8 97	5 76	14 73
Hudson	1,250 00	4,971 75	380 00	6,601 75	17 00	4 86	21 86	16 00	4 86	20 86	12 50	4 86	17 36	13 64	4 86	18 50
Ionia	1,350 00	12,045 86	650 00	14,045 86	32 60	4 77	37 37	17 68	4 77	22 45	12 13	4 77	16 90	16 92	4 77	21 69
Iron Mountain	2,000 00	26,210 21	.....	28,210 21	29 63	4 92	34 55	14 15	4 92	19 07	10 30	4 92	15 22	12 77	4 92	17 69
Ironwood	2,100 00	24,966 50	1,200 00	28,266 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 06	10 08	24 14
Ishpeming	2,500 00	35,565 12	2,700 00	40,765 12	.....	.....	.....	.....	.....	.....	.....	.....	.....	18 62	21 06	39 68
Jackson	2,400 00	45,011 67	1,500 00	48,911 67	32 26	5 33	37 59	16 58	5 33	21 91	12 78	5 33	18 11	15 31	5 33	20 64
Kalamazoo	2,000 00	42,215 40	7,670 00	51,885 40	26 88	5 11	31 99	12 71	5 11	17 82	10 44	5 11	15 55	13 18	5 11	18 29
Lansing	1,600 00	34,981 62	1,150 00	37,731 62	20 83	5 47	26 30	14 78	5 47	20 25	11 40	5 47	16 87	14 40	5 47	19 87
Lapeer	1,000 00	6,787 40	.....	7,787 40	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 24	17 70	30 94
Ludington	1,300 00	17,329 80	475 00	19,104 80	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 03	4 05	16 08
Mackinac Island	640 00	1,050 00	.....	1,690 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 82	2 75	14 57
Manistee	1,700 00	31,869 85	1,125 00	34,694 85	29 46	8 31	37 77	13 43	8 31	21 74	12 96	8 31	21 27	15 14	8 31	23 45
Manistique	1,200 00	11,193 50	.....	12,393 50	38 77	4 32	43 09	12 45	4 32	16 77	9 45	4 32	13 77	12 86	4 32	17 18
Marine City	1,100 00	5,020 00	.....	6,120 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 62	2 43	12 05
Marquette	2,200 00	25,465 50	600 00	28,265 50	34 40	8 68	43 08	14 60	8 68	23 28	9 20	8 68	17 88	18 71	8 68	27 39
Marshall	1,200 00	9,421 60	.....	10,621 60	.....	.....	.....	.....	.....	.....	.....	.....	.....	15 32	11 23	26 55
Mason	1,050 00	3,750 00	135 00	4,935 00	18 10	4 23	22 33	12 64	4 23	16 87	13 86	4 23	18 09	14 69	4 23	18 92
Menominee	1,700 00	26,873 23	2,305 00	30,878 23	33 52	4 60	38 12	10 86	4 60	15 46	11 05	4 60	15 65	12 92	4 60	17 52
Midland	1,000 00	5,000 00	200 00	6,200 00	24 33	4 11	28 44	12 50	4 11	16 61	9 20	4 11	13 31	12 20	4 11	16 31
Monroe	1,350 00	6,675 00	830 00	8,855 00	26 54	5 71	32 25	9 28	5 71	14 99	8 54	5 71	14 25	13 67	5 71	19 38
Mt. Clemens	1,500 00	11,917 50	500 00	13,917 50	35 27	9 42	44 69	12 26	9 42	21 68	11 36	9 42	20 78	14 60	9 42	24 02
Mt. Pleasant	1,800 00	7,118 00	.....	8,918 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 53	4 15	17 68
Muskegon	2,500 00	45,280 18	2,200 00	49,980 18	26 43	14 10	40 53	11 04	14 10	25 14	13 37	14 10	27 47	12 25	14 10	26 35
Negaunee	1,500 00	16,864 37	.....	18,364 37	42,04	6 01	48 05	14 80	6 01	20 61	11 46	6 01	17 47	14 67	6 01	20 68
Niles	1,600 00	9,151 25	250 00	11,001 25	19 68	3 78	23 46	9 92	3 78	13 70	11 09	3 78	14 87	12 12	3 78	15 90
North Muskegon	320 00	405 00	.....	725 00	.....	.....	.....	8 42	4 98	13 35	9 64	4 98	14 57	8 95	4 98	13 88
Norway	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Owosso	1,600 00	18,582 05	700 00	20,882 05	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 25	8 11	22 36
Petoskey	1,400 00	10,954 38	285 00	12,639 38	26 46	4 98	31 44	12 17	4 98	17 15	16 61	4 98	21 59	13 63	4 98	18 61
Pontiac	1,450 00	15,324 24	550 00	17,324 24	28 43	15 17	43 60	11 80	15 17	26 97	11 19	15 17	26 36	13 72	15 17	28 89
Port Huron	1,800 00	32,353 10	500 00	34,653 10	28 06	7 74	35 80	11 75	7 74	19 49	9 90	7 74	17 64	12 23	7 74	19 97
Saginaw	2,200 00	69,266 02	6,150 00	77,616 02	22 52	7 55	30 07	18 87	7 55	26 42	13 57	7 55	21 12	18 32	7 55	25 87
Saginaw, W. S	1,600 00	33,447 80	1,400 00	36,447 80	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 30	12 01	25 34
St. Clair	1,100 00	4,300 00	400 00	5,800 00	16 00	4 80	20 80	9 23	4 80	14 03	10 18	4 80	14 98	11 55	4 80	16 35
St. Ignace	585 00	3,185 00	.....	3,770 00	18 24	3 33	21 57	8 36	3 33	11 69	8 28	3 33	11 61	9 61	3 33	12 94
St. Joseph	1,600 00	10,250 00	455 00	12,305 00	22 96	4 89	27 85	12 40	4 89	17 29	9 76	4 89	14 65	15 04	4 89	19 93
St. Louis	1,100 00	3,875 00	800 00	5,775 00	20 72	7 21	27 93	16 82	7 21	24 03	11 55	7 21	18 76	14 44	7 21	21 65
Sault Ste. Marie	2,000 00	23,500 00	900 00	26,400 00	25 16	6 01	31 17	12 59	6 01	18 60	11 64	6 01	17 65	12 42	6 01	18 43
Stanton	807 00	2,701 83	.....	3,508 83	14 45	3 63	18 08	10 50	3 63	14 13	11 00	3 63	14 63	12 02	3 63	15 65
Sturgis	1,000 00	3,591 00	380 00	4,971 00	23 61	4 73	28 34	3 80	4 73	8 53	2 10	4 73	6 83	12 65	4 73	17 38
South Haven	1,200 00	5,748 12	427 50	7,375 62	18 33	3 72	22 05	8 54	3 72	12 26	7 58	3 72	11 30	10 03	3 72	13 75
Tawas City	700 00	2,100 00	.....	2,800 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 60	2 41	13 01
Three Rivers	1,000 00	8,730 41	675 00	10,405 41	.....	.....	.....	.....	.....	.....	.....	.....	.....	15 70	5 41	21 11
Traverse City	1,600 00	19,888 66	900 00	22,388 66	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 84	2 88	13 72
West Bay City	1,400 00	22,868 57	.....	24,268 57	32 83	3 73	36 56	17 76	3 73	21 49	9 69	3 73	13 42	13 16	3 73	16 89
Wyandotte	1,100 00	7,590 25	1,350 00	10,040 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 97	7 92	18 89
Ypsilanti	1,800 00	12,121 25	700 00	14,621 25	22 45	6 48	28 93	13 23	6 48	19 71	13 12	6 48	19 60	15 48	6 48	21 96

* Where a blank occurs in this table the item was not reported.

*TABLE XVIII.—CONTINUED.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Addison	$700 00	$855 00	.....	$1,555 00	$17 50	$6 31	$23 81	$7 90	$6 31	$14 21	$6 50	$6 31	$12 81	$9 54	$6 31	$15 85
Algonac	720 00	2,115 00	.....	2,835 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 47	5 10	16 57
Allegan	1,400 00	6,957 00	.....	8,357 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 75	8 33	20 08
Alma	950 00	3,675 00	$400 00	5,025 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 23	4 48	14 71
Almont	700 00	1,650 00	.....	2,350 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 08	3 88	14 96
Armada	750 00	1,101 98	.....	1,851 98	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 50	8 46	17 96
Ashley	450 00	592 50	.....	1,042 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	7 83	1 56	9 39
Athens	540 00	945 00	.....	1,485 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 70	1 76	11 46
†Atlanta	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Attica	400 00	189 00	.....	589 00	16 00	2 25	18 25	.....	.....	.....	5 40	2 25	7 65	9 81	2 25	12 06
Augusta	675 00	1,143 00	.....	1,818 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 43	3 71	15 14
Bad Axe	950 00	3,120 00	.....	3,970 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 44	5 81	17 25
Baldwin	450 00	625 00	.....	1,075 00	17 31	1 75	19 06	.....	.....	.....	.....	.....	.....	7 73	1 75	9 18
Bancroft	700 00	900 00	.....	1,600 00	23 38	5 09	28 47	9 56	5 09	14 65	11 53	5 09	15 62	13 79	5 09	18 88
Bangor	900 00	2,503 50	.....	3,403 50	15 72	3 01	18 73	8 57	3 01	11 58	7 09	3 01	10 10	9 78	3 01	12 79
Baraga	1,200 00	3,930 00	.....	5,130 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	23 32	26 90	50 22
Bear Lake	630 00	633 00	.....	1,263 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 52	2 71	13 23
Beaverton	500 00	1,385 00	.....	1,885 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 77	1 23	12 00
Bellaire	720 00	2,284 75	.....	3,004 75	16 00	3 30	19 30	7 00	3 30	10 30	7 60	3 30	10 90	8 40	3 30	11 70
Bellevue	950 00	1,957 00	100 00	3,007 00	23 05	4 93	27 98	15 20	4 93	20 13	13 93	4 93	18 86	14 67	4 93	19 60
Benzonia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Berrien Springs	800 00	1,620 00	.....	2,420 00	20 00	3 50	23 50	16 00	3 50	19 50	12 00	3 50	15 50	15 42	3 50	18 92
Birmingham	1,000 00	2,600 00	.....	3,600 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 61	4 11	15 72
Blissfield { E. S.	750 00	1,293 75	.....	2,043 75	24 44	4 34	28 78	6 25	4 34	10 59	5 22	4 34	9 56	11 42	4 34	15 76
Blissfield { W. S.	650 00	780 00	.....	1,430 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 16	2 70	11 86
Bloomingdale	475 00	810 00	.....	1,285 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 96	5 26	15 22
†Boardman	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Boyne	675 00	2,767 50	.....	3,442 50	33 10	11 47	44 57	16 00	11 47	27 47	7 00	11 47	18 47	11 21	11 47	22 68
Boyne Falls	450 00	990 00	.....	1,440 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 52	2 61	15 13
Breedsville	360 00	252 00	.....	612 00	.....	.....	.....	12 00	1 76	13 76	6 30	1 76	8 06	8 74	1 76	10 50
Brighton	850 00	1,500 00	.....	2,350 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 63	4 55	17 18

Britton	405 00	270 00	.....	675 00	.....	.....	.....	10 66	1 93	12 59	4 50	1 93	6 43	6 88	1 93	* 8 81
Bronson	675 00	1,440 00	.....	2,115 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 53	3 51	13 04
Brooklyn	775 00	1,530 00	.....	2,305 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	16 64	2 05	18 69
Brown City	550 00	850 00	.....	1,400 00	16 18	2 52	18 70	7 15	2 52	9 67	3 80	2 52	6 32	6 76	2 52	9 28
Buchanan	900 00	4,072 50	245 00	5,277 50	22 20	1 12	23 32	13 77	1 12	14 89	13 44	1 12	14 56	15 48	1 12	16 60
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burr Oak	1,202 50	1,125 00	.....	2,327 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	15 66	4 70	20 36
Byron	550 00	681 50	.....	1,231 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 85	4 26	14 11
Caledonia	500 00	920 00	.....	1,420 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 72	8 22	17 94
Camden	425 00	462 50	.....	887 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 65	3 40	13 05
Capac	600 00	1,000 00	.....	1,600 00	15 63	5 34	20 97	8 63	5 34	13 97	6 44	5 34	11 78	9 52	5 34	14 86
Caro	950 00	4,385 00	.....	5,335 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 83	4 02	15 85
Carson City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carsonville	500 00	500 00	.....	1,000 00	13 13	4 43	17 56	10 49	4 43	14 92	5 38	4 43	9 81	8 70	4 43	13 13
Caseville	700 00	600 00	.....	1,300 00	15 13	2 62	17 75	10 23	2 62	12 70	6 16	2 62	8 78	9 77	2 62	12 39
Casnovia	540 00	567 00	.....	1,107 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 43	5 47	17 90
Cass City	750 00	2,150 00	.....	2,900 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 81	3 00	11 81
Cassopolis	950 00	3,143 50	.....	4,093 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 56	3 22	16 77
Cedar Springs	800 00	2,214 00	.....	3,014 00	18 50	3 51	22 01	13 20	3 51	16 71	10 50	3 51	14 01	13 51	3 51	17 02
Central Lake	700 00	1,860 00	.....	2,560 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 91	15 20	27 11
Centreville	800 00	1,620 00	.....	2,420 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	16 03	6 62	22 65
Charlevoix	1,000 00	4,262 93	306 00	5,568 93	14 59	8 17	22 76	8 33	8 17	16 50	8 91	8 17	17 08	9 56	8 17	17 72
Chelsea	1,000 00	3,890 00	200 00	5,090 00	25 18	5 88	31 06	12 58	5 88	18 76	10 03	5 88	15 91	14 38	5 88	20 26
Chesaning	900 00	2,385 00	.....	3,285 00	31 13	7 68	38 81	10 66	7 68	18 34	7 78	7 68	15 46	15 64	7 68	23 32
Clarkston	600 00	892 50	.....	1,492 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 57	4 28	15 85
Clayton	600 00	495 00	.....	1,095 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 36	2 05	11 41
†Clifford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Climax	450 00	900 00	.....	1,350 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clinton	800 00	1,843 00	.....	2,643 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 01	3 11	15 12
Clio	700 00	1,600 00	.....	2,300 00	21 00	8 74	29 74	16 00	8 74	24 74	7 50	8 74	16 24	13 85	8 74	22 59
Coleman	600 00	2,435 00	.....	3,050 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 52	1 68	10 20
Coloma	495 00	1,080 00	.....	1,575 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	7 91	2 93	10 84
Columbiaville	500 00	840 00	.....	1,340 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 65	6 59	18 24
Concord	642 12	1,377 50	.....	2,019 62	.....	.....	.....	.....	.....	.....	.....	.....	.....	17 56	4 84	22 40
Constantine	950 00	2,600 00	.....	3,550 00	35 00	7 06	42 06	17 07	17 06	24 13	8 11	7 06	15 17	16 98	7 06	24 04
Coopersville	600 00	1,187 50	.....	1,787 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 96	2 31	13 27
Copemish	360 00	495 00	.....	855 00	12 33	1 43	14 76	6 43	1 43	7 86	5 23	1 43	6 66	8 38	1 43	9 81
Croswell	800 00	1,734 00	.....	2,534 00	27 90	9 65	37 55	4 88	4 65	9 53	3 04	4 65	7 69	9 24	4 65	13 89
†Croton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Custer	387 00	540 00	.....	927 00	16 83	3 79	20 62	.....	.....	.....	.....	.....	.....	10 08	3 79	13 87
Dansville	600 00	900 00	.....	1,500 00	42 85	2 91	45 76	10 71	2 91	13 62	16 16	2 91	19 07	16 48	2 91	19 39
Davison	673 75	1,179 69	.....	1,853 44	14 04	3 26	17 30	9 08	3 26	12 29	7 02	3 26	10 28	9 86	3 26	13 12
Dearborn	700 00	1,550 00	.....	2,250 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 00	3 10	13 10
Decatur	1,000 00	2,406 00	.....	3,406 00	10 00	5 86	15 86	12 20	5 86	18 06	11 90	5 86	17 76	12 34	5 86	18 20

* Where a blank occurs the item was not reported.
† Not legally graded.

*TABLE XVIII.—CONTINUED.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in— High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Deckerville	$320 00	$100 00	.....	$320 00	.....	.....	.....	.....	$1 36	$6 48	$2 22	$1 36	$3 58	$4 00	$1 36	$5 36
Deerfield	600 00	1,035 00	.....	1,635 00	$20 83	$3 19	$24 02	$11 16	3 19	14 35	8 85	3 19	12 04	10 55	3 19	13 74
Delray	1,200 00	8,635 00	$400 00	10,235 00	26 85	7 68	34 53	12 10	7 68	19 78	9 50	7 68	17 18	9 67	7 68	17 35
Detour	482 50	1,120 00	.....	1,602 50	24 00	4 38	28 58	7 45	4 58	12 03	7 00	4 58	11 58	8 09	4 58	12 67
Dexter	810 00	1,700 00	108 00	2,618 00	22 10	3 08	25 18	7 51	3 08	10 59	7 30	3 08	10 38	11 50	3 08	14 58
Douglas	540 00	576 00	.....	1,116 00	23 47	5 69	29 16	8 47	5 69	14 16	7 38	5 69	13 07	11 62	5 69	17 31
Dryden	600 00	530 00	.....	1,130 00	20 00	3 08	23 08	.....	.....	.....	.....	.....	.....	11 08	3 08	14 16
Dundee	800 00	2,300 00	.....	3,100 00	25 00	2 49	27 49	10 90	2 49	13 39	9 08	2 49	11 57	12 86	2 49	15 35
Durand	780 00	3,630 00	.....	4,410 00	30 26	11 35	41 61	7 74	11 35	19 09	6 94	11 35	18 29	8 60	11 35	19 95
†Eagle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†East Grand Rapids	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
East Jordan	800 00	2,637 50	.....	3,437 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 05	4 61	15 66
Eau Claire	450 00	540 00	.....	990 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 10	3 44	13 54
Edmore	750 00	1,140 00	.....	1,890 00	24 20	.....	.....	8 02	.....	.....	5 53	.....	.....	9 31	.....	.....
Elkton	550 00	920 00	.....	1,470 00	10 78	3 05	13 83	.....	.....	.....	.....	.....	.....	6 33	3 05	9 38
Elsie	570 00	874 00	.....	1,444 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	7 93	2 12	10 05
†Emmet	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Empire	500 00	540 00	.....	1,040 00	14 20	1 73	15 93	4 82	1 73	6 55	7 00	1 73	8 73	7 27	1 73	9 00
Essexville	686 00	1,214 00	.....	1,900 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 10	11 03	23 13
Evart	750 00	4,075 00	.....	4,825 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 11	4 64	18 75
Farmington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Farwell	540 00	1,134 00	90 00	1,764 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 28	2 41	10 69
Fenton	1,200 00	4,900 00	250 00	3,650 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 17	10 58	23 75
Fennville	796 67	1,107 00	.....	1,903 67	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 63	4 13	14 76
Fife Lake	540 00	700 00	.....	1,240 00	9 20	6 20	15 40	11 53	6 20	17 73	10 00	6 20	16 20	11 80	6 20	18 00
Flushing	950 00	1,650 00	.....	2,600 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 47	3 66	17 13
Forestville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†Fowler	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fowlerville	750 00	1,920 00	.....	2,670 00	12 56	5 03	17 59	13 96	5 03	18 99	12 89	5 03	17 92	13 76	5 03	18 79
Frankfort	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†Fraser	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fremont	750 00	2,710 00	.....	3,460 00	12 08	6 71	18 79	8 35	6 71	15 06	7 01	6 71	13 72	11 85	6 71	18 56
Fruitport	495 00	315 00	.....	810 00	.....	.....	.....	33 00	2 00	35 00	7 00	2 00	9 00	13 50	2 00	15 50
Gagetown	575 00	300 00	.....	875 00	23 00	3 61	26 61	.....	.....	.....	6 12	3 61	9 73	11 82	3 61	15 43

†Gaines																
Galesburg	850 00	1,512 00		2,362 00	16 80	5 96	22 76	13 50	5 96	19 47	9 32	5 96	15 28	13 81	5 96	19 77
Gallen	500 00	865 80		1,365 00	21 71	4 14	25 85	5 09	4 14	9 23	4 50	4 14	8 64	9 04	4 14	13 18
†Garden																
Gaylord	800 00	2,727 12	60 00	3,587 12	33 30	9 46	42 76	11 50	9 46	20 96	6 00	9 46	15 46	11 28	9 46	20 74
†Glenwood																
Gobleville	600 00	855 00		1,455 00										11 73	3 08	14 81
Grandville	592 50	918 00		1,510 50										9 74	3 09	12 83
†Grant																
Grass Lake	700 00	1,500 00	100 00	2,300 00										13 56	1 89	15 45
Grosse Pointe																
†Grosse Pointe Farms																
Hancock	1,665 00	13,219 25		14,884 25	30 76	11 21	41 97	13 28	11 21	24 49	11 80	11 21	23 01	14 65	11 21	25 86
Hanover	700 00	900 00		1,600 00										12 50	3 73	16 23
Harbor Beach	900 00	2,375 00		3,275 00	32 00	3 33	35 33	11 62	3 33	14 95	7 75	3 33	11 08	11 74	3 33	15 07
Harbor Springs	850 00	2,658 61		3,508 61										11 46	10 11	21 57
Harrietta	450 00	585 00		1,035 00	20 45	1 99	22 44							11 90	1 99	13 89
Harrisville	500 00	868 50		1,368 50										8 00	3 62	11 62
Hart	800 00	2,363 50		3,163 50										10 51	3 86	13 37
Hartford	765 00	1,683 00	315 00	2,763 00	8 25	1 68	9 93							10 01	1 68	11 69
Hersey	600 00	600 00		1,200 00										10 44	4 54	14 98
Hesperia	450 00	1,125 00		1,575 00	16 00	5 27	21 27	8 60	5 27	13 87	6 77	5 27	12 04	8 90	5 27	14 17
Highland Park	1,000 00	1,300 00		2,300 00				27 55	9 45	37 00	16 15	9 45	25 60	20 17	9 45	29 62
Hillman																
Holly	1,000 00	2,508 75		3,508 75	28 00	3 62	31 62	9 00	3 63	12 62	8 00	3 62	11 62	13 70	3 62	17 32
Homer	750 00	2,300 00	280 00	3,330 00										12 42	3 33	15 75
Houghton	1,700 00	15,150 00	820 00	17,670 00	45 65	11 26	56 91	18 61	11 26	29 87	11 53	11 26	22 79	20 71	11 26	31 97
Howard City	760 00	2,256 25	130 50	3,146 75										10 05	2 32	12 37
Howell	1,350 00	5,320 00	300 00	6,970 00										14 11	6 72	20 83
Hubbardston	550 00	519 00		1,069 00	18 00	3 97	21 97	14 47	3 97	18 44	7 86	3 97	11 83	12 72	3 97	16 69
Imlay City	900 00	2,475 00	225 00	3,600 00	23 00	3 11	26 11	6 50	3 11	9 61	6 25	3 11	9 36	9 78	3 11	12 89
Iron River	720 00	2,520 00		3,240 00	30 00	4 50	34 50	15 00	4 50	19 50	10 00	4 50	14 50	13 61	4 50	18 11
Ithaca	1,100 00	3,691 75	325 00	5,116 75	20 07	2 73	22 80	10 02	2 73	12 75	8 69	2 73	11 42	11 39	2 73	14 12
Jonesville	900 00	2,285 00		3,185 00	23 31	3 93	27 24	11 21	3 93	15 14	7 46	3 93	11 39	12 54	3 93	16 47
Kalkaska	900 00	1,995 00		2,895 00	26 00	4 22	30 22	8 34	4 22	12 56	7 80	4 22	12 02	10 64	4 22	14 86
Kingsley	450 00	630 00		1,080 00	9 18	4 28	13 46				6 92	4 28	11 20	7 71	4 28	11 99
Kingston	450 00	248 75		698 75	9 47	1 16	10 63				3 80	1 16	4 96	6 23	1 16	7 39
Laingsburg	600 00	950 00		1,550 00										12 70	4 30	17 00
Lake Ann	360 00	315 00		675 00				9 00	2 48	11 48	6 12	2 48	8 66	9 40	2 48	11 88
Lake City	450 00	1,395 00		1,845 00	28 00	1 96	29 96	12 00	1 96	13 96	5 00	1 96	6 96	7 12	1 96	9 08
Lake Linden	1,800 00	14,775 43	1,150 00	17,725 43	31 11	7 69	38 80	32 35	7 69	40 04	15 69	7 69	23 38	21 56	7 69	29 25
Lake Odessa	750 00	2,128 00		2,878 00	17 29	9 20	26 49	6 84	9 20	16 04	8 42	9 20	17 62	9 56	9 20	18 76
Lakeview	800 00	2,016 75		2,816 75	6 00	5 38	11 38							8 38	5 38	13 76
L'Anse	1,100 00	1,748 75		2,848 75	61 00	11 75	72 75	11 00	11 75	22 75	12 00	11 75	23 75	20 64	11 75	32 39
Laurium	3,000 00	64,281 18	3,000 00	70,281 18	39 20	6 40	45 60							14 25	6 40	20 65

* Where a blank occurs the item was not reported. † Not legally graded.

*TABLE XVII.—CONCLUDED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Sutton's Bay	23	28	53	34	2	....	....	2	$10 00	.....	.....	.....	.....	.....
Tecumseh	26	43	33	34	41	2	....	43	16 67	$13 33	$11 67	19	15	11
Tekonsha	37	47	34	38	12	2	....	14	4 00	3 00	2 00	16	.....	.....
Thompsonville	18	28	66	44	2	....	....	2	9 00	4 50	4 50	19	13	.....
Three Oaks	17	49	42	37	12	3	2	17	15 00	12 50	6 00	17	.....	.....
Trenton	5	40	61	33	2	3	3	8	5 00	4 00	3 00	.....	14	11
Tustin	22	36	38	32	4	....	....	4	9 00	.....	.....	.....	12	8
†Ubly	.....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
Union City	28	28	35	30	36	14	14	64	15 00	12 00	9 00	18	.....	.....
Unionville	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Utica	15	31	40	26	16	2	....	18	13 00	.....	.....	17	13	9
Vandalia	30	25	43	31	8	4	....	12	9 00	7 20	5 40	17	13	.....
Vassar	21	32	29	27	20	6	3	29	12 00	10 00	8 00	17	.....	.....
Vermontville	22	52	83	40	43	....	....	43	14 00	10 00	10 00	17	13	11
Vernon	31	27	28	28	11	6	4	21	10 00	7 50	7 50	17	14	10
Vicksburg	20	31	33	27	16	4	....	20	15 00	14 40	10 80	18	14	10
†Wakefield	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Warren	.....	29	39	34	....	8	....	8	.....	9 00	.....	.....	.....	.....
Watervliet	25	42	47	40	....	....	....	13	11 25	9 00	6 75	18	14	12
Wayland	38	27	40	35	35	....	....	35	11 00	9 00	7 00	18	.....	.....
Wayne	27	42	42	38	33	8	2	43	14 00	10 00	8 00	18.6	14.7	10.6
Webberville	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
West Branch	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
†Westphalia	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
White Cloud	16	38	52	39	....	....	....	.....	.....	.....	.....	.....	.....	.....
Whitehall	22	34	37	33	4	....	....	4	12 00	.....	.....	.....	.....	.....
White Pigeon	27	18	32	26	20	6	2	28	15 00	12 50	10 00	17	14	10
Willamston	18	44	39	32	43	12	1	56	14 00	10 00	8 00	18	15	11
Woodland	42	42	42	42	17	5	3	25	10 80	.....	.....	17	.....	.....
Yale	.....	.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Zeeland	30	34	60	40	3	2	2	7	10 00	8 00	6 00	16	.....	.....

* Where a blank occurs the item was not reported.
† Not legally graded.

TABLE XVII.—CONCLUDED.

Number studying—				Number of graduates.	Number of grades in the school.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Does school give special instruction in—					Has the school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?
Latin.	Greek.	French.	German.						Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?			
.....	.....	.....	.....	.....	12	1	no	1-2	no	yes	yes	no	no	.....	yes	no
48	.....	.....	27	15	12	2	no	1-6	yes	yes	.....	.....	.....	no	yes	no
.....	.....	.....	.....	10	11	.....	no	.....	no	no	yes	no	no	no	.....	.....
2	.....	.....	.....	2	12	1	yes	1-3	yes	yes	yes	no	no	.....	yes	no
24	.....	.....	.....	4	12	2	no	1-4	no	no	no	no	no	no	yes	no
2	.....	.....	3	.....	12	1	no	1-6	no	yes	yes	no	no	no	no	no
.....	.....	.....	.....	.....	12	1	no	.....	no	no	no	no	no	.....	.....	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	4	.....	21	15	12	1	yes	.....	yes	yes	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	.....	.....	.....	4	12	1	no	.....	no	yes	yes	no	no	yes	no	no
.....	.....	.....	.....	5	12	1	no	.....	no	yes	yes	no	no	yes	yes	no
27	.....	.....	8	8	12	3	no	1-3	no	yes	yes	.....	.....	.....	yes	no
30	.....	.....	14	7	12	1	yes	1-8	no	no	no	no	no	no	yes	no
15	.....	.....	.....	6	12	1	no	1-2	no	no	no	no	no	no	yes	.....
23	.....	.....	15	8	12	1	no	1-7	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	9	1	no	.....	no	no	no	no	no	no	no	no
11	.....	.....	.....	5	12	1	no	1-3	.....	.....	.....	.....	.....	no	yes	.....
.....	.....	.....	.....	18	11	1	no	.....	no	no	yes	no	no	no	yes	no
41	.....	.....	22	14	12	1	no	1-4	yes	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	10	.....	no	.....	no	no	yes	no	no	no	yes	.....
12	.....	.....	.....	4	12	1	no	1-4	.....	.....	.....	.....	.....	.....	yes	no
15	.....	.....	12	6	12	1	no	1-4	no	no	yes	no	no	no	yes	no
23	.....	.....	32	20	12	1	no	1-3	yes	no	no	no	no	yes	yes	no
.....	.....	.....	.....	15	10	1	no	1-12	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	8	11	1	yes	.....	yes	yes	yes	no	no	yes	.....	no

*TABLE XVIII.

Financial statistics of city and village schools as reported by superintendents for the year 1901-1902.

Incorporated cities.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Adrian	$1,500 00	$18,416 00	$1,300 00	$21,216 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	$11 72	$8 94	$20 66
Albion	1,500 00	9,960 56	602 00	12,062 56	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 67	5 77	20 44
Alpena	1,500 00	17,248 00	.....	18,748*00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 76	6 32	18 08
Ann Arbor	2,300 00	36,275 72	2,550 00	41,125 72	.....	.....	.....	.....	.....	.....	.....	.....	.....	19 20	7 96	27 16
Au Sable	720 00	2,357 25	.....	3,077 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	7 69	1 89	9 59
Battle Creek	2,000 00	37,814 69	2,800 00	42,614 69	$22 79	$9 45	$32 24	$13 09	$9 45	$22 54	$8 94	$9 45	$18 39	14 11	9 45	23 56
Bay City	2,250 00	52,111 83	3,425 00	57,786 83	32 25	6 70	38 95	14 20	6 70	20 90	12 65	6 70	19 35	15 55	6 70	22 25
Belding	1,000 00	5,275 00	350 00	6,625 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 92	9 24	24 16
Benton Harbor	1,600 00	11,536 35	450 00	13,586 35	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 64	6 16	18 80
Bessemer	1,500 00	12,253 50	.....	13,753 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	16 12	14 90	31 02
Big Rapids	1,300 00	9,277 00	400 00	10,977 00	20 92	5 53	26 45	14 24	5 53	19 77	12 20	5 53	17 73	14 29	5 53	19 82
Cadillac	1,911 62	14,310 00	350 00	16,571 62	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 14	4 56	16 70
Charlotte	1,400 00	10,650 00	400 00	12,450 00	23 08	6 67	29 75	16 33	6 67	23 00	14 08	6 67	20 75	17 68	6 67	24 35
Cheboygan	1,100 00	9,984 87	.....	11,084 87	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 36	5 03	15 39
Clare	800 00	2,550 00	.....	3,350 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 38	10 07	19 45
Coldwater	1,400 00	11,176 20	.....	12,576 20	25 00	6 84	31 84	10 21	6 84	17 05	8 90	6 84	15 74	13 25	6 84	20 09
Corunna	1,000 00	3,400 00	300 00	4,700 00	19 62	5 57	25 19	19 43	5 57	25 00	12 99	5 57	18 56	16 55	5 57	22 12
Crystal Falls	1,500 00	9,887 00	138 12	11,525 12	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 70	8 96	23 66
Detroit	4,000 00	703,629 65	10,370 00	717,999 65	53 39	6 55	59 94	23 40	6 55	29 95	16 38	6 55	22 93	21 71	6 55	28 26
Dowagiac	1,500 00	9,406 50	425 00	11,331 50	28 41	8 76	37 17	9 41	8 76	18 17	9 23	8 76	17 99	12 83	8 76	21 59
East Tawas	800 00	2,945 00	.....	3,745 00	39 00	2 68	41 68	5 00	2 68	7 68	5 00	2 68	7 68	9 14	2 68	11 82
Eaton Rapids	810 00	4,556 25	250 00	5,616 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 50	4 52	18 02
Escanaba	1,410 00	17,805 75	255 00	19,470 75	31 36	7 61	38 97	10 76	7 61	18 37	8 97	7 61	16 58	11 96	7 61	19 57
Flint	1,600 00	30,424 50	1,295 00	33,319 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	15 23	13 80	29 03
Gladstone	1,100 00	6,835 00	.....	7,935 00	38 60	2 60	41 20	12 14	2 60	14 74	11 45	2 60	14 05	13 50	2 60	16 10
Gladwin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Haven	1,200 00	10,120 00	380 00	11,700 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 34	6 89	19 23
Grand Ledge, N. S	600 00	1,266 25	.....	1,866 25	37 00	4 92	41 92	6 50	4 92	11 42	9 00	4 92	13 92	11 52	4 92	16 44
Grand Ledge, S S	950 00	2,225 00	150 00	3,325 00	17 41	4 98	22 34	10 00	4 98	14 98	9 20	4 93	14 13	15 18	4 93	20 11
Grand Rapids	3,200 00	236,920 90	8,750 00	248,870 90	34 20	6 96	41 16	22 27	6 96	29 23	14 96	6 96	21 92	18 68	6 96	25 64
Greenville	1,000 00	7,070 00	550 00	8,620 00	24 16	6 13	30 29	9 51	6 13	15 64	5 66	6 13	11 79	13 16	6 13	19 29
Harrison	500 00	738 00	.....	1,238 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 31	1 61	9 92
Hastings	1,100 00	6,700 00	325 00	8,125 00	22 25	6 87	29 12	12 73	6 87	19 60	14 00	6 87	20 87	16 68	6 87	23 55
Hillsdale	1,250 00	7,952 55	600 00	9,802 55	19 95	4 41	24 36	11 53	4 41	15 94	10 49	4 41	14 90	13 10	4 41	17 51

Holland	1,300 00	12,999 76	493 75	14,793 51	17 86	5 76	23 62	8 90	5 76	14 66	6 03	5 76	11 79	8 97	5 76	14 73
Hudson	1,250 00	4,971 75	380 00	6,601 75	17 00	4 86	21 86	16 00	4 86	20 86	12 50	4 86	17 36	13 64	4 86	18 50
Ionia	1,350 00	12,045 86	650 00	14,045 86	32 60	4 77	37 37	17 68	4 77	22 45	12 13	4 77	16 90	16 92	4 77	21 69
Iron Mountain	2,000 00	26,210 21	.....	28,210 21	29 63	4 92	34 55	14 15	4 92	19 07	10 30	4 92	15 22	12 77	4 92	17 69
Ironwood	2,100 00	24,966 50	1,200 00	28,266 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 06	10 08	24 14
Ishpeming	2,500 00	35,565 12	2,700 00	40,765 12	.....	.....	.....	.....	.....	.....	.....	.....	.....	18 62	21 06	39 68
Jackson	2,400 00	45,011 67	1,500 00	48,911 67	32 26	5 33	37 59	16 56	5 33	21 91	12 78	5 33	18 11	15 31	5 33	20 64
Kalamazoo	2,000 00	42,215 40	7,670 00	51,885 40	26 88	5 11	31 99	12 71	5 11	17 82	10 44	5 11	15 55	13 18	5 11	18 29
Lansing	1,600 00	34,981 62	1,150 00	37,731 62	20 83	5 47	26 30	14 78	5 47	20 25	11 40	5 47	16 87	14 40	5 47	19 87
Lapeer	1,000 00	6,787 40	.....	7,787 40	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 24	17 70	30 94
Ludington	1,300 00	17,329 80	475 00	19,104 80	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 03	4 05	16 08
Mackinac Island	640 00	1,050 00	.....	1,690 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 82	2 75	14 57
Manistee	1,700 00	31,869 85	1,125 00	34,694 85	29 46	8 31	37 77	13 43	8 31	21 74	12 96	8 31	21 27	15 14	8 31	23 45
Manistique	1,200 00	11,193 50	.....	12,393 50	38 77	4 32	43 09	12 45	4 32	16 77	9 45	4 32	13 77	12 86	4 32	17 18
Marine City	1,100 00	5,020 00	.....	6,120 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 62	2 43	12 05
Marquette	2,200 00	25,465 50	600 00	28,265 50	34 40	8 68	43 08	14 60	8 68	23 28	9 20	8 68	17 88	18 71	8 68	27 39
Marshall	1,200 00	9,421 60	.....	10,621 60	.....	.....	.....	.....	.....	.....	.....	.....	.....	15 32	11 23	26 55
Mason	1,050 00	3,750 00	135 00	4,935 00	18 10	4 23	22 33	12 64	4 23	16 87	13 86	4 23	18 09	14 69	4 23	18 92
Menominee	1,700 00	26,873 23	2,305 00	30,878 23	33 52	4 60	38 12	10 86	4 60	15 46	11 05	4 60	15 65	12 92	4 60	17 52
Midland	1,000 00	5,000 00	200 00	6,200 00	24 33	4 11	28 44	12 50	4 11	16 61	9 20	4 11	13 31	12 20	4 11	16 31
Monroe	1,350 00	6,675 00	830 00	8,855 00	26 54	5 71	32 25	9 28	5 71	14 99	8 54	5 71	14 25	13 67	5 71	19 38
Mt. Clemens	1,500 00	11,917 50	500 00	13,917 50	35 27	9 42	44 69	12 26	9 42	21 68	11 36	9 42	20 78	14 60	9 42	24 02
Mt. Pleasant	1,800 00	7,118 00	.....	8,918 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 53	4 15	17 68
Muskegon	2,500 00	45,280 18	2,200 00	49,980 18	26 43	14 10	40 53	11 04	14 10	25 14	13 37	14 10	27 47	12 25	14 10	26 35
Negaunee	1,500 00	16,864 37	.....	18,364 37	42,04	6 01	48 05	14 40	6 01	20 61	11 46	6 01	17 47	14 67	6 01	20 68
Niles	1,600 00	9,151 25	250 00	11,001 25	19 68	3 78	23 46	9 92	3 78	13 70	11 09	3 78	14 87	12 12	3 78	15 90
North Muskegon	320 00	405 00	.....	725 00	.....	.....	.....	8 42	4 93	13 35	9 64	4 93	14 57	8 95	4 93	13 88
Norway	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Owosso	1,600 00	18,582 05	700 00	20,882 05	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 25	8 11	22 36
Petoskey	1,400 00	10,954 38	285 00	12,639 38	26 46	4 98	31 44	12 17	4 98	17 15	16 61	4 98	21 59	13 63	4 98	18 61
Pontiac	1,450 00	15,324 24	550 00	17,324 24	28 43	15 17	43 60	11 80	15 17	26 97	11 19	15 17	26 36	13 72	15 17	28 89
Port Huron	1,800 00	32,353 10	500 00	34,653 10	28 06	7 74	35 80	11 75	7 74	19 49	9 90	7 74	17 64	12 23	7 74	19 97
Saginaw	2,200 00	69,266 02	6,150 00	77,616 02	22 52	7 55	30 07	18 87	7 55	26 42	13 57	7 55	21 12	18 32	7 55	25 87
Saginaw, W. S	1,600 00	33,447 80	1,400 00	36,447 80	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 30	12 04	25 34
St. Clair	1,100 00	4,300 00	400 00	5,800 00	16 00	4 80	20 80	9 23	4 80	14 03	10 18	4 80	14 98	11 55	4 80	16 35
St. Ignace	585 00	3,185 00	.....	3,770 00	18 24	3 33	21 57	8 36	3 33	11 69	8 28	3 33	11 61	9 61	3 33	12 94
St. Joseph	1,600 00	10,250 00	455 00	12,305 00	22 96	4 89	27 85	12 40	4 89	17 29	9 76	4 89	14 65	15 04	4 89	19 93
St. Louis	1,100 00	3,875 00	800 00	5,775 00	20 72	7 21	27 93	16 82	7 21	24 03	11 55	7 21	18 76	14 44	7 21	21 65
Sault Ste. Marie	2,000 00	23,500 00	900 00	26,400 00	25 16	6 01	31 17	12 59	6 01	18 60	11 64	6 01	17 65	12 42	6 01	18 43
Stanton	807 00	2,701 83	.....	3,508 83	14 45	3 63	18 08	10 80	3 63	14 13	11 00	3 63	14 63	12 02	3 63	15 65
Sturgis	1,000 00	3,591 00	380 00	4,971 00	23 61	4 73	28 34	3 80	4 73	8 53	2 10	4 73	6 83	12 65	4 73	17 38
South Haven	1,200 00	5,748 12	427 50	7,375 62	18 33	3 72	22 05	8 54	3 72	12 26	7 58	3 72	11 30	10 03	3 72	13 75
Tawas City	700 00	2,100 00	.....	2,800 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 60	2 41	13 01
Three Rivers	1,000 00	8,730 41	675 00	10,405 41	.....	.....	.....	.....	.....	.....	.....	.....	.....	15 70	5 41	21 11
Traverse City	1,600 00	19,888 66	900 00	22,388 66	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 84	2 88	13 72
West Bay City	1,400 00	22,868 57	.....	24,268 57	32 83	3 73	36 56	17 76	3 73	21 49	9 69	3 73	13 42	13 16	3 73	16 89
Wyandotte	1,110 00	7,590 25	1,350 00	10,040 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 97	7 92	18 89
Ypsilanti	1,800 00	12,121 25	700 00	14,621 25	22 45	6 48	28 93	13 23	6 48	19 71	13 12	6 48	19 60	15 48	6 48	21 96

* Where a blank occurs in this table the item was not reported.

*TABLE XVIII.—CONTINUED.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Addison	$700 00	$855 00	.....	$1,555 00	$17 59	$6 31	$23 81	$7 90	$6 31	$14 21	$6 50	$6 31	$12 81	$9 54	$6 31	$15 85
Algonac	720 00	2,115 00	.....	2,835 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 47	5 10	16 57
Allegan	1,400 00	6,957 00	.....	8,357 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 75	8 33	20 08
Alma	950 00	3,675 00	$400 00	5,025 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 23	4 48	14 71
Almont	700 00	1,650 00	.....	2,350 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 08	3 88	14 96
Armada	750 00	1,101 93	.....	1,851 93	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 50	8 46	17 96
Ashley	450 00	592 50	.....	1,042 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	7 83	1 56	9 39
Athens	540 00	945 00	.....	1,485 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 70	1 76	11 46
†Atlanta	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Attica	400 00	189 00	.....	589 00	16 00	2 25	18 25	.....	.....	.....	5 40	2 25	7 65	9 81	2 25	12 06
Augusta	675 00	1,143 00	.....	1,818 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 43	3 71	15 14
Bad Axe	850 00	3,120 00	.....	3,970 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 44	5 81	17 25
Baldwin	450 00	625 00	.....	1,075 00	17 31	1 75	19 06	.....	.....	.....	.....	.....	.....	7 73	1 75	9 18
Bancroft	700 00	900 00	.....	1,600 00	23 38	5 09	28 47	9 56	5 09	14 65	11 53	5 09	15 62	13 79	5 09	18 88
Bangor	900 00	2,503 50	.....	3,403 50	15 72	3 01	18 73	8 57	3 01	11 58	7 09	3 01	10 10	9 78	3 01	12 79
Baraga	1,200 00	3,930 00	.....	5,130 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	23 32	26 90	50 22
Bear Lake	630 00	633 00	.....	1,263 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 52	2 71	13 23
Beaverton	500 00	1,385 00	.....	1,885 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 77	1 23	12 00
Bellaire	720 00	2,284 75	.....	3,004 75	16 00	3 30	19 30	7 00	3 30	10 30	7 60	3 30	10 90	8 40	3 30	11 70
Bellevue	950 00	1,957 00	100 00	3,007 00	23 05	4 93	27 98	15 20	4 93	20 13	13 93	4 93	18 86	14 67	4 93	19 60
Benzonia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Berrien Springs	800 00	1,620 00	.....	2,420 00	20 00	3 50	23 50	16 00	3 50	19 50	12 00	3 50	15 50	15 42	3 50	18 92
Birmingham	1,000 00	2,600 00	.....	3,600 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 61	4 11	15 72
Blissfield { E. S.	750 00	1,293 75	.....	2,043 75	24 44	4 34	28 78	6 25	4 34	10 59	5 22	4 34	9 56	11 42	4 34	15 76
Blissfield { W. S.	650 00	780 00	.....	1,430 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 16	2 70	11 86
Bloomingdale	475 00	810 00	.....	1,285 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 96	5 26	15 22
†Boardman	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Boyne	675 00	2,767 50	.....	3,442 50	33 10	11 47	44 57	16 00	11 47	27 47	7 00	11 47	18 47	11 21	11 47	22 68
Boyne Falls	450 00	990 00	.....	1,440 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 52	2 61	15 13
Breedsville	360 00	252 00	.....	612 00	.....	.....	.....	12 00	1 76	13 76	6 30	1 76	8 06	8 74	1 76	10 50
Brighton	850 00	1,500 00	.....	2,350 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 63	4 55	17 18

Britton	405 00	270 00	.....	675 00	.....	.....	.....	10 66	1 93	12 59	4 50	1 93	6 43	6 88	1 93	* 8 81
Bronson	675 00	1,440 00	.....	2,115 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 53	3 51	13 04
Brooklyn	715 00	1,590 00	.....	2,305 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	16 64	2 05	18 69
Brown City	550 00	850 00	.....	1,400 00	16 18	2 52	18 70	7 15	2 52	9 67	3 80	2 52	6 32	6 76	2 52	9 28
Buchanan	900 00	4,072 50	245 00	5,277 50	22 20	1 12	23 32	13 77	1 12	14 89	13 44	1 12	14 56	15 48	1 12	16 60
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burr Oak	1,202 50	1,125 00	.....	2,327 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	15 66	4 70	20 36
Byron	550 00	681 50	.....	1,231 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 85	4 26	14 11
Caledonia	800 00	920 00	.....	1,420 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 72	8 22	17 94
Camden	425 00	462 50	.....	887 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 65	3 40	13 05
Capac	600 00	1,000 00	.....	1,600 00	15 63	5 34	20 97	8 63	5 34	13 97	6 44	5 34	11 78	9 52	5 34	14 86
Caro	950 00	4,385 00	.....	5,335 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 83	4 02	15 85
Carson City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carsonville	500 00	500 00	.....	1,000 00	13 13	4 43	17 56	10 49	4 43	14 92	5 38	4 43	9 81	8 70	4 43	13 13
Caseville	700 00	600 00	.....	1,300 00	15 13	2 62	17 75	10 28	2 62	12 70	6 16	2 62	8 78	9 77	2 62	12 39
Casnovia	540 00	567 00	.....	1,107 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 43	5 47	17 90
Cass City	750 00	2,150 00	.....	2,900 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 81	3 00	11 81
Cassopolis	950 00	3,143 50	.....	4,093 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 55	3 22	16 77
Cedar Springs	800 00	2,214 00	.....	3,014 00	18 50	3 51	22 01	13 20	3 51	16 71	10 50	3 51	14 01	13 51	3 51	17 02
Central Lake	700 00	1,860 00	.....	2,560 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 91	15 20	27 11
Centreville	800 00	1,620 00	.....	2,420 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	16 03	6 62	22 65
Charlevoix	1,000 00	4,262 93	306 00	5,568 93	14 59	8 17	22 76	8 33	8 17	16 50	8 91	8 17	17 08	9 56	8 17	17 72
Chelsea	1,000 00	3,890 00	200 00	5,090 00	25 18	5 88	31 06	12 58	5 88	18 76	10 03	5 88	15 91	14 38	5 88	20 26
Chesaning	900 00	2,385 00	.....	3,285 00	31 13	7 68	38 81	10 66	7 68	18 34	7 78	7 68	15 46	15 64	7 68	23 32
Clarkston	600 00	892 50	.....	1,492 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 57	4 28	15 85
Clayton	600 00	495 00	.....	1,095 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 36	2 05	11 41
†Clifford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Climax	450 00	900 00	.....	1,350 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clinton	800 00	1,843 00	.....	2,643 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 01	3 11	15 12
Clio	700 00	1,600 00	.....	2,300 00	21 00	8 74	29 74	16 00	8 74	24 74	7 50	8 74	16 24	13 85	8 74	22 59
Coleman	600 00	2,435 00	.....	3,050 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 52	1 68	10 20
Coloma	495 00	1,080 00	.....	1,575 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	7 91	2 93	10 84
Columbiaville	500 00	840 00	.....	1,340 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 65	6 59	18 24
Concord	642 12	1,377 50	.....	2,019 62	.....	.....	.....	.....	.....	.....	.....	.....	.....	17 56	4 84	22 40
Constantine	950 00	2,600 00	.....	3,550 00	35 00	7 06	42 06	17 07	17 06	24 13	8 11	7 06	15 17	16 98	7 06	24 04
Coopersville	600 00	1,187 50	.....	1,787 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 96	2 31	13 27
Copemish	360 00	495 00	.....	855 00	13 33	1 43	14 76	6 43	1 43	7 86	5 23	1 43	6 66	8 38	1 43	9 81
Croswell	800 00	1,734 00	.....	2,534 00	27 90	9 65	37 55	4 88	4 65	9 53	3 04	4 65	7 69	9 24	4 65	13 89
†Croton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Custer	387 00	540 00	.....	927 00	16 83	3 79	20 62	.....	.....	.....	.....	.....	.....	10 08	3 79	13 87
Dansville	600 00	900 00	.....	1,500 00	42 85	2 91	45 76	10 71	2 91	13 62	16 16	2 91	19 07	16 48	2 91	19 39
Davison	673 75	1,179 69	.....	1,853 44	14 04	3 26	17 30	9 06	3 26	12 29	7 02	3 26	10 28	9 86	3 26	13 12
Dearborn	700 00	1,550 00	.....	2,250 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 00	3 10	13 10
Decatur	1,000 00	2,406 00	.....	3,406 00	10 00	5 86	15 86	12 20	5 86	18 06	11 90	5 86	17 76	12 34	5 86	18 20

* Where a blank occurs the item was not reported.
† Not legally graded.

*TABLE XVIII.—CONTINUED.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in— High school. Instruction.	High school. Incidentals.	High school. Total.	Grammar department. Instruction.	Grammar department. Incidentals.	Grammar department. Total	Primary department. Instruction.	Primary department. Incidentals.	Primary department. Total.	Whole school. Instruction.	Whole school. Incidentals.	Whole school. Total.
Deckerville	$220 00	$100 00	.....	$320 00	.....	.....	.....	.....	$1 36	$6 48	$2 22	$1 36	$3 58	$4 00	$1 36	$5 36
Deerfield	600 00	1,035 00	.....	1,635 00	$20 83	$3 19	$24 02	$11 16	3 19	14 35	8 85	3 19	12 04	10 55	3 19	13 74
Delray	1,200 00	8,635 00	$400 00	10,235 00	26 85	7 68	34 53	12 10	7 68	19 78	9 50	7 68	17 18	9 67	7 68	17 35
Detour	482 50	1,120 00	.....	1,602 50	24 00	4 58	28 58	7 45	4 58	12 03	7 00	4 58	11 58	8 09	4 58	12 67
Dexter	810 00	1,700 00	108 00	2,618 00	22 10	3 08	25 18	7 51	3 08	10 59	7 30	3 08	10 38	11 50	3 08	14 58
Douglas	540 00	576 00	.....	1,116 00	23 47	5 69	29 16	8 47	5 69	14 16	7 38	5 69	13 07	11 62	5 69	17 31
Dryden	600 00	530 00	.....	1,130 00	20 00	3 08	23 08	.....	.....	.....	.....	.....	.....	11 08	3 08	14 16
Dundee	800 00	2,300 00	.....	3,100 00	25 00	2 49	27 49	10 90	2 49	13 39	9 08	2 49	11 57	12 86	2 49	15 35
Durand	780 00	3,630 00	.....	4,410 00	30 26	11 35	41 61	7 74	11 35	19 09	6 94	11 35	18 29	8 60	11 35	19 95
†Eagle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†East Grand Rapids	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
East Jordan	800 00	2,637 50	.....	3,437 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 05	4 61	15 66
Eau Claire	450 00	540 00	.....	990 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 10	3 44	13 54
Edmore	750 00	1,140 00	.....	1,890 00	24 20	.....	.....	8 02	.....	.....	5 53	.....	.....	9 31	.....	.....
Elkton	550 00	920 00	.....	1,470 00	10 78	3 05	13 83	.....	.....	.....	.....	.....	.....	6 33	3 05	9 38
Elsie	570 00	874 00	.....	1,444 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	7 93	2 12	10 05
†Emmet	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Empire	500 00	540 00	.....	1,040 00	14 20	1 73	15 93	4 82	1 73	6 55	7 00	1 73	8 73	7 27	1 73	9 00
Essexville	686 00	1,214 00	.....	1,900 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 10	11 03	23 13
Evart	750 00	4,075 00	.....	4,825 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 11	4 64	18 75
Farmington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Farwell	540 00	1,134 00	90 00	1,764 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 28	2 41	10 69
Fenton	1,200 00	4,900 00	250 00	3,650 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 17	10 58	23 75
Fennville	796 67	1,107 00	.....	1,903 67	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 63	4 13	14 76
Fife Lake	540 00	700 00	.....	1,240 00	9 20	6 20	15 40	11 53	6 20	17 73	10 00	6 20	16 20	11 80	6 20	18 00
Flushing	950 00	1,650 00	.....	2,600 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 47	3 66	17 13
Forestville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†Fowler	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fowlerville	750 00	1,920 00	.....	2,670 00	12 56	5 03	17 59	13 96	5 03	18 99	12 89	5 03	17 92	13 76	5 03	18 79
Frankfort	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†Fraser	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fremont	750 00	2,710 00	.....	3,460 00	12 08	6 71	18 79	8 35	6 71	15 06	7 01	6 71	13 72	11 85	6 71	18 56
Fruitport	495 00	315 00	.....	810 00	.....	.....	.....	33 00	2 00	35 00	7 00	2 00	9 00	13 50	2 00	15 50
Gagetown	575 00	300 00	.....	875 00	23 00	3 61	26 61	.....	.....	.....	6 12	3 61	9 73	11 82	3 61	15 43

†Gaines																
Galesburg	850 00	1,512 00		2,362 00	16 80	5 96	22 76	13 50	5 96	19 47	9 22	5 96	15 28	13 81	5 96	19 77
Galien	500 00	865 80		1,365 00	21 71	4 14	25 85	5 09	4 14	9 23	4 50	4 14	8 64	9 01	4 14	13 18
†Garden																
Gaylord	800 00	2,727 12	60 00	3,587 12	33 30	9 46	42 76	11 50	9 46	20 96	6 00	9 46	15 46	11 28	9 46	20 74
†Glenwood																
Gobleville	600 00	855 00		1,455 00										11 73	3 08	14 81
Grandville	592 50	918 00		1,510 50										9 74	3 09	12 83
†Grant																
Grass Lake	700 00	1,500 00	100 00	2,300 00										13 56	1 89	15 45
Grosse Pointe																
†Grosse Pointe Farms																
Hancock	1,665 00	13,219 25		14,884 25	30 76	11 21	41 97	13 28	11 21	24 49	11 80	11 21	23 01	14 65	11 21	25 86
Hanover	700 00	900 00		1,600 00										12 50	3 73	16 23
Harbor Beach	900 00	2,375 00		3,275 00	32 00	3 33	35 33	11 62	3 33	14 95	7 75	3 33	11 08	11 74	3 33	15 07
Harbor Springs	850 00	2,658 61		3,508 61										11 46	10 11	21 57
Harrietta	450 00	585 00		1,035 00	20 45	1 99	22 44							11 90	1 99	13 89
Harrisville	500 00	868 50		1,368 50										8 00	3 62	11 62
Hart	800 00	2,363 50		3,163 50										10 51	3 86	13 37
Hartford	765 00	1,683 00	315 00	2,763 00	8 25	1 68	9 93							10 01	1 68	11 69
Hersey	600 00	600 00		1,200 00										10 44	4 54	14 98
Hesperia	450 00	1,125 00		1,575 00	16 00	5 27	21 27	8 60	5 27	13 87	6 77	5 27	12 04	8 90	5 27	14 17
Highland Park	1,000 00	1,300 00		2,300 00				27 55	9 45	37 00	16 15	9 45	25 60	20 17	9 45	29 62
Hillman																
Holly	1,000 00	2,508 75		3,508 75	28 00	3 62	31 62	9 00	3 62	12 62	8 00	3 62	11 62	13 70	3 62	17 32
Homer	750 00	2,300 00	280 00	3,330 00										12 42	3 33	15 75
Houghton	1,700 00	15,150 00	820 00	17,670 00	45 65	11 26	56 91	18 61	11 26	29 87	11 53	11 26	22 79	20 71	11 26	31 97
Howard City	760 00	2,256 25	130 50	3,146 75										10 05	2 32	12 37
Howell	1,350 00	5,320 00	300 00	6,970 00										14 11	6 72	20 83
Hubbardston	550 00	519 00		1,069 00	18 00	3 97	21 97	14 47	3 97	18 44	7 86	3 97	11 83	12 72	3 97	16 69
Imlay City	900 00	2,475 00	225 00	3,600 00	23 00	3 11	26 11	6 50	3 11	9 61	6 25	3 11	9 36	9 78	3 11	12 89
Iron River	720 00	2,520 00		3,240 00	80 00	4 50	84 50	15 00	4 50	19 50	10 00	4 50	14 50	13 61	4 50	18 11
Ithaca	1,100 00	3,691 75	325 00	5,116 75	20 07	2 73	22 80	10 02	2 73	12 75	8 69	2 73	11 42	11 39	2 73	14 12
Jonesville	900 00	2,285 00		3,185 00	23 31	3 93	27 24	11 21	3 93	15 14	7 46	3 93	11 39	12 54	3 93	16 47
Kalkaska	900 00	1,996 00		2,896 00	26 00	4 22	30 22	8 34	4 22	12 56	7 80	4 22	12 02	10 64	4 22	14 86
Kingsley	450 00	630 00		1,080 00	9 18	4 28	13 46				6 92	4 28	11 20	7 71	4 28	11 99
Kingston	450 00	248 75		698 75	9 47	1 16	10 63				3 80	1 16	4 96	6 23	1 16	7 39
Laingsburg	600 00	950 00		1,550 00										12 70	4 30	17 00
Lake Ann	360 00	315 00		675 00				9 00	2 48	11 48	6 12	2 48	8 66	9 40	2 48	11 88
Lake City	450 00	1,395 00		1,845 00	28 00	1 96	29 96	12 00	1 96	13 96	5 00	1 96	6 96	7 12	1 96	9 08
Lake Linden	1,800 00	14,775 43	1,150 00	17,725 43	31 11	7 69	38 80	32 35	7 69	40 04	15 69	7 69	23 38	21 56	7 69	29 25
Lake Odessa	750 00	2,128 00		2,878 00	17 29	9 20	26 49	6 84	9 20	16 04	8 42	9 20	17 62	9 56	9 20	18 76
Lakeview	800 00	2,016 75		2,816 75	6 00	5 38	11 38							8 38	5 38	13 76
L'Anse	1,100 00	1,748 75		2,848 75	61 00	11 75	72 75	11 00	11 75	22 75	12 00	11 75	23 75	20 64	11 75	32 39
Laurium	3,000 00	64,281 18	3,000 00	70,281 18	39 20	6 40	45 60							14 25	6 40	20 65

* Where a blank occurs the item was not reported. † Not legally graded.

*TABLE XVIII.—CONTINUED.

Incorporated village.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Lawrence	$800 00	$1,494 00	$90 00	$2,384 00	$15 00	$4 35	$19 35	$11 00	$4 35	$15 35	$8 60	$4 35	$12 95	$11 98	$4 35	$16 33
Lawton	550 00	1,529 50	.....	2,079 50	24 19	6 97	31 16	9 70	6 97	16 67	7 67	6 97	14 64	12 23	6 97	19 20
Leonard	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Le Roy	540 00	945 00	.....	1,480 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 80	23 94	34 74
Leslie	800 00	1,847 00	.....	2,647 00	20 46	4 47	24 93	7 90	4 47	12 37	7 67	4 47	12 14	10 50	4 47	14 97
Lexington	700 00	1,300 00	.....	2,000 00	11 65	3 69	15 34	10 06	3 69	13 75	10 03	3 69	13 72	10 58	3 69	14 27
Linden	600 00	850 00	.....	1,450 00	12 00	55	12 55	.....	.....	.....	.....	.....	.....	10 74	55	11 29
Lisbon	450 00	450 00	.....	900 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 47	2 65	13 12
Litchfield	650 00	1,200 00	.....	1,850 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 70	3 20	16 90
Lowell	1,000 00	4,020 00	.....	5,020 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 03	9 07	20 10
Luther	650 00	1,301 25	.....	1,951 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 08	3 07	12 15
Lyons	550 00	918 00	.....	1,468 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 29	14 01	25 30
Mackinaw City	540 00	900 00	.....	1,440 00	24 54	4 57	29 11	20 79	4 57	25 36	5 33	4 57	9 90	10 14	4 57	14 71
Mancelona	756 50	3,285 00	.....	4,041 50	11 87	4 85	16 72	14 25	4 85	19 10	9 04	4 85	13 89	10 47	4 85	15 32
Manchester	950 00	2,570 00	.....	3,520 00	22 00	4 43	26 43	10 40	4 43	14 83	7 33	4 43	11 76	12 57	4 43	17 00
Manton	630 00	1,850 00	.....	2,480 00	22 24	4 47	26 71	10 06	4 47	14 53	6 29	4 47	10 76	9 42	4 47	13 87
Maple Rapids	600 00	900 00	.....	1,500 00	24 00	3 28	27 28	11 22	3 28	14 50	10 52	3 28	13 80	12 60	3 28	15 88
Marcellus	700 00	2,025 00	.....	2,725 00	22 85	14 52	37 37	10 00	14 52	24 52	6 89	14 52	21 41	11 79	14 52	26 31
Marion	500 00	865 00	.....	1,365 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	7 38	6 04	13 42
Marlette	850 00	2,270 00	.....	3,120 00	26 24	1 42	27 66	9 89	1 42	11 31	7 87	1 42	9 29	11 39	1 42	12 81
Mayville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
McBain	450 00	984 00	.....	1,434 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	6 67	1 88	8 55
McBride	600 00	617 50	.....	1,217 50	16 21	1 51	17 73	6 92	1 52	8 44	3 75	1 52	5 27	8 70	1 52	10 22
Mecosta	500 00	522 00	.....	1,022 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	6 23	90	7 13
Memphis	650 00	920 00	.....	1,570 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 87	6 48	16 35
Mendon	700 00	1,845 00	.....	2,545 00	20 23	3 77	24 00	14 12	3 77	17 89	10 61	3 77	14 38	14 06	3 77	17 83
†Merrill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Metamora	450 00	540 00	.....	990 00	16 07	1 76	17 83	.....	.....	.....	.....	.....	.....	11 64	1 76	13 40
Middleville	750 00	1,900 00	.....	2,650 00	27 00	4 05	31 05	.....	.....	.....	.....	.....	.....	14 02	4 05	18 07
Milan	750 00	1,935 00	.....	2,685 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 23	3 51	14 74
Milford	950 00	1,860 50	.....	2,810 50	24 00	1 62	25 62	9 00	1 62	10 62	12 00	1 62	13 62	13 38	1 62	15 00
Millington	550 00	875 00	.....	1,425 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 14	3 88	12 02
Minden	49, 00	256 50	.....	751 50	.....	.....	.....	9 00	1 20	10 20	3 02	1 20	4 22	5 37	1 20	6 57
Montague	720 00	1,498 00	460 00	2,678 00	24 60	6 51	31 11	9 73	6 51	16 24	8 82	6 51	15 33	11 20	6 51	17 71

†Montrose															
Morenci	800 00	1,656 00		2,456 00	16 77	3 93	20 70	7 00	3 93	10 93	7 14	3 93	11 07	10 19	3 93	14 12
Morley	600 00	504 00		1,104 00	13 33	1 95	15 28	7 87	1 95	9 82	9 00	1 95	10 95	11 04	1 95	12 99
Morrice	570 00	855 00		1,425 00	17 27	4 85	22 14	6 11	4 85	10 96	9 19	4 85	14 04	10 11	4 85	14 96
Mt. Morris	600 00	550 00		1,150 00	15 38	4 00	19 38	4 54	4 00	8 54	5 87	4 00	9 87	10 36	4 00	14 36
Muir	500 00	810 00		1,310 00	25 00	4 64	29 64	13 50	4 64	18 14	7 95	4 64	12 59	12 13	4 64	16 77
Munising	1,100 00	5,300 00	500 00	7,400 00	20 82	4 63	25 45	4 06	4 63	8 69	3 78	4 63	8 41	17 13	4 63	21 76
Muskegon Heights	750 00	1,676 00		2,426 00										8 19	5 93	14 12
Nashville	800 00	3,720 00	120 00	4,640 00										17 18	2 96	20 14
†Naubinway																
Newaygo	800 00	2,176 00		2,976 00										9 95	3 48	13 43
New Baltimore	650 00	1,020 00		1,670 00	33 48	6 04	39 52	9 67	6 04	15 71	11 24	6 04	17 28	18 35	6 04	24 39
Newberry																
†New Boston																
New Buffalo	540 00	945 00		1,485 00	22 50	1 91	24 41	10 96	1 91	12 77	4 77	1 91	6 68	8 02	1 91	9 93
New Haven	514 25	522 00		1,036 25	16 07	2 34	18 41							8 68	2 34	10 97
North Adams	500 00	792 00		1,292 00	13 27	3 15	16 42	6 13	3 15	9 28	5 60	3 15	8 75	8 79	3 15	11 94
North Branch	750 00	1,500 00		2,250 00										11 50	2 56	14 06
Northville	850 00	3,245 00	200 00	4,295 00										11 10	2 58	13 68
Oakley	356 00	198 75		554 75	12 71	3 71	16 42				7 95	3 71	11 66	10 46	3 71	14 17
Olivet	850 00	1,720 00	125 00	2,695 00	14 00	2 78	16 78	8 00	2 78	10 78	7 00	2 78	9 78	11 46	2 78	14 24
Onekama	450 00	576 00		1,026 00										9 00	2 10	11 10
Onsway	700 00	2,000 00		2,700 00										17 65	17 51	35 16
Ontonagon	1,000 00	4,290 00		5,290 00										17 68		
Orion	550 00	1,196 50		1,746 50										11 01	3 60	14 61
Oscoda	405 00	1,530 00		1,935 00	11 93	2 06	13 99	6 33	2 06	8 39	6 05	2 06	8 11	6 76	2 06	8 82
Otisville	500 00	500 00		1,000 00	16 66	1 89	18 55							11 76	1 89	13 65
Otsego	1,100 00	4,500 00	270 00	5,870 00	21 45	3 37	24 82	8 40	3 37	11 77	7 70	3 37	11 07	12 03	3 37	15 40
Otter Lake	360 00	216 00		576 00	9 00	2 26	11 26				6 00	2 26	8 26	7 57	2 26	9 83
Ovid	1,000 00	3,070 00		4,070 00	14 00	4 40	18 40	12 00	4 40	16 40	13 00	4 40	17 40	12 29	4 40	16 69
Oxford	850 00	2,025 00	200 00	3,075 00										13 31	6 44	19 75
Parma	650 00	1,000 00	232 50	1,882 50	18 78	4 12	22 90	10 16	4 12	14 28	7 47	4 12	11 59	14 05	4 12	18 17
Paw Paw	1,200 00	2,970 00		4,170 00	22 00	8 07	30 07	4 00	8 07	12 07	17 80	8 07	25 87	13 45	8 07	21 52
Pentwater	900 00	2,090 00		2,990 00	38 22	3 21	41 43	8 64	3 21	11 85	8 00	3 21	11 21	9 10	3 21	12 31
†Perrinton																
Perry	665 00	1,140 00		1,805 00	16 10	3 93	20 03	12 40	3 93	16 33	6 25	3 93	10 18	10 55	3 93	14 48
Petersburg	630 00	1,170 00		1,800 00										12 95	3 42	16 37
Pewamo	450 00	540 00		990 00										9 00	1 75	10 75
Pierson	382 50	270 00		652 50	9 33	1 46	10 79				5 10	1 46	6 56	6 94	1 46	8 40
Pinckney	700 00	950 00		1,650 00	17 07	4 87	21 94	6 80	4 87	11 67	11 01	4 87	15 88	16 17	4 87	21 04
Pinconning	600 00	1,500 00		2,100 00										6 54	94	7 48
Plainwell	1,050 00	2,935 50	34 00	4,019 50										13 86	3 03	16 89
Plymouth	1,000 00	3,327 50	200 00	4,527 50	24 60	7 94	32 54	12 50	7 94	20 44	9 30	7 94	17 24	13 23	7 94	21 17
Port Austin	650 00	950 00		1,600 00										10 19	3 00	13 19
Port Hope	500 00	600 00		1,100 00										12 36	3 54	15 90

* Where a blank occurs the item was not reported. † Not legally graded.

*TABLE XVIII.—CONCLUDED.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Portland	$800 00	$4,079 25	.....	$4,879 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	$13 78	$12 01	$25 79
Port Sanilac	450 00	459 00	.....	909 00	$11 53	$4 49	$16 02	$6 50	$4 49	$10 99	$7 03	$4 49	$11 52	8 49	4 49	12 98
Potterville	405 00	570 00	.....	975 00	11 91	1 75	13 66	.....	.....	.....	.....	.....	.....	7 80	1 75	9 55
Quincy	900 00	2,400 00	.....	3,300 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 69	4 77	18 46
Reading	930 00	1,725 00	.....	2,675 00	22 58	3 12	25 70	7 60	3 12	10 72	7 35	3 12	10 47	11 10	3 12	14 22
Reed City	1,000 00	4,415 00	.....	5,415 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 35	2 56	13 91
Reese	450 00	350 00	.....	800 00	13 64	3 69	17 33	.....	.....	.....	8 14	3 69	11 83	10 53	3 69	14 22
Richland	570 00	1,000 00	.....	1,570 00	20 83	4 00	24 83	15 25	4 00	19 25	12 87	4 00	16 87	15 70	4 00	19 70
Richmond	700 00	1,242 00	.....	1,942 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 08	5 54	19 62
River Rouge	660 00	3,200 00	.....	3,860 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	17 20	4 78	21 98
Rochester	900 00	1,767 50	.....	2,667 50	25 00	6 02	31 02	7 02	6 02	13 04	5 33	6 02	11 35	9 60	6 02	15 62
Rockford	700 00	1,250 00	.....	1,950 00	48 00	3 45	51 45	.....	.....	.....	.....	.....	.....	10 60	3 45	14 05
Rogers	500 00	700 00	.....	1,200 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	5 80	3 38	9 18
Romeo	1,200 00	3,996 25	$250 00	4,196 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 79	4 70	18 49
Roscommon	500 00	581 50	.....	1,081 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 01	3 24	11 25
Royal Oak	527 50	813 75	.....	1,341 25	11 89	2 52	14 41	4 27	2 52	6 79	7 32	2 52	9 84	7 84	2 52	10 36
Saline	950 00	2,120 00	.....	3,070 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	17 05	2 68	19 73
Sand Lake	450 00	450 00	.....	900 00	12 00	2 38	14 38	9 00	2 38	11 38	5 00	2 38	7 38	8 57	2 38	10 95
Sanilac Center	540 00	747 00	.....	1,287 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	4 84	2 98	7 82
Saranac	630 00	1,775 00	.....	2,405 00	24 50	2 96	27 46	5 17	2 96	8 13	8 50	2 96	11 46	9 28	2 96	12 24
Saugatuck	800 00	1,065 00	.....	1,865 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 78	2 57	13 35
Schoolcraft	1,000 00	2,170 00	.....	3,170 00	49 20	5 61	54 81	19 68	5 61	25 29	12 00	5 61	17 61	18 86	5 61	24 47
Scottville	540 00	1,275 00	.....	1,815 00	17 33	5 36	22 69	5 25	5 36	10 61	5 25	5 36	10 61	8 36	5 36	13 72
Sebewaing	600 00	1,060 00	.....	1,660 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	5 84	4 69	10 54
Shelby	800 00	2,037 50	.....	2,837 50	14 87	6 15	21 02	9 97	6 15	16 12	8 82	6 15	14 97	10 51	6 15	16 66
Shepherd	540 00	1,143 00	.....	1,683 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 90	1 03	10 93
Sheridan	700 00	900 00	.....	1,600 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 31	2 23	14 54
Sherman	500 00	630 00	.....	1,130 00	12 50	46	12 96	6 43	46	6 89	5 16	46	5 62	6 98	46	7 44
Sherwood	475 00	878 75	.....	1,353 75	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 67	4 01	17 68
South Frankfort	650 00	915 00	.....	1,565 00	41 19	2 13	43 32	15 08	2 13	17 21	12 77	2 13	14 90	12 21	2 13	14 34
South Lyon	600 00	1,140 00	.....	1,740 00	12 00	3 58	15 58	.....	.....	.....	.....	.....	.....	9 11	3 58	12 69
Sparta	900 00	2,275 00	.....	3,175 00	18 95	2 41	21 36	7 02	2 41	9 43	9 00	2 41	11 41	10 65	2 41	13 06
Spring Lake	700 00	1,380 00	.....	2,080 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 65	3 93	18 58
Springport	700 00	1,300 00	.....	2,000 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 81	3 59	18 40

Stambaugh	700 00	3,290 00	.....	3,990 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	18 64	4 37	23 01
Standish	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Charles	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Johns	1,200 00	7,714 70	240 00	9,154 70	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 21	6 47	19 76
Stephenson	1,300 00	1,890 00	.....	3,190 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 93	3 08	12 01
Stevensville	560 00	1,045 00	.....	1,605 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 66	8 73	18 39
Stockbridge	650 00	1,300 00	.....	1,950 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 45	9 79	23 24
†Sunfield	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sutton's Bay	480 00	560 00	.....	1,040 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 00	3 00	13 00
Tecumseh	1,200 00	4,875 00	350 00	6,425 00	23 14	6 05	29 19	11 23	6 05	17 28	11 96	6 05	18 01	14 03	6 05	20 08
Tekonsha	630 00	885 00	.....	1,515 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 03	3 45	13 48
Thompsonville	540 00	1,435 00	.....	1,975 00	10 33	1 90	12 23	13 00	1 90	14 90	5 00	1 90	6 90	7 51	1 90	9 41
Three Oaks	600 00	1,957 50	.....	2,557 50	30 00	2 78	32 78	7 50	2 78	10 28	8 25	2 78	11 03	9 96	2 78	12 73
Trenton	750 00	2,228 75	.....	2,978 75	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 67	4 39	15 06
Tustin	450 00	630 00	.....	1,080 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 25	2 98	14 23
Ubly	500 00	480 00	.....	980 00	9 80	1 67	11 47	5 18	1 67	6 85	3 33	1 67	5 00	5 94	1 67	7 61
Union City	1,000 00	3,975 00	.....	4,975 00	20 77	7 05	27 82	14 44	7 05	21 49	11 89	7 05	18 94	15 94	7 05	22 99
Unionville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utica	900 00	1,200 00	.....	2,100 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	15 91	17 21	33 12
Vandalia	630 00	939 00	.....	1,569 00	21 00	1 38	22 38	12 60	1 38	13 98	7 00	1 38	8 38	12 75	1 38	14 13
Vassar	900 00	3,300 00	.....	4,200 00	27 04	4 35	31 39	10 65	4 35	15 00	11 09	4 35	15 44	14 05	4 35	18 40
Vermontville	700 00	1,710 00	.....	2,410 00	21 80	3 07	24 87	6 16	3 07	9 23	7 40	3 07	10 47	11 93	3 07	15 00
Vernon	700 00	900 00	.....	1,600 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 03	3 30	17 33
Vicksburg	850 00	1,980 00	.....	2,830 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	15 90	4 48	20 38
†Wakefield	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren	450 00	225 00	.....	675 00	.....	.....	.....	15 52	1 47	16 99	5 77	1 47	7 24	9 93	1 47	11 40
Watervliet	810 00	2,205 00	.....	3,015 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 08	3 69	14 77
Wayland	600 00	767 02	.....	1,367 02	11 00	3 20	14 20	8 00	3 20	11 20	8 00	3 20	11 20	9 62	3 20	12 82
Wayne	900 00	2,745 00	.....	3,645 00	14 42	2 14	16 56	10 78	2 14	12 92	9 92	2 14	12 06	11 25	2 14	13 39
Webberville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Branch	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†Westphalia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White Cloud	495 00	816 50	.....	1,311 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 30	2 95	11 25
Whitehall	800 00	2,559 38	.....	3,359 38	25 00	4 43	29 43	8 75	4 43	13 18	7 25	4 43	11 68	10 18	4 43	14 61
White Pigeon	850 00	1,620 00	.....	2,470 00	25 00	3 36	28 36	16 00	3 36	19 36	8 25	3 36	11 61	16 58	3 36	19 94
Williamston	1,000 00	3,080 00	120 00	4,200 00	25 80	5 42	31 22	13 43	5 42	18 85	12 21	5 42	17 63	15 44	5 42	20 86
Woodland	405 00	540 00	.....	945 00	9 64	3 67	13 31	.....	.....	.....	.....	.....	.....	7 76	3 67	11 43
Yale	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Zeeland	600 00	2,330 00	124 00	3,054 00	16 00	3 90	19 90	8 75	3 90	12 65	6 26	3 90	10 16	8 77	3 90	12 67

*Where a blank occurs the item was not reported.
† Not legally graded.

TABLE XIX.

Special report of the superintendent of city schools.

Incorporated cities.	No. of teachers in schools, including superintendent and special teachers.	No. of special teachers employed.	No. of instructors in manual training.	No. of instructors in penmanship.	No. of instructors in drawing.	No. of instructors in kindergarten.	No. of instructors in commercial course.	No. of instructors in music.	Are your teachers of music and kindergarten qualified according to act No. 166 of 1901?	If not, have they been granted city certificates?	Are all regular teachers holders of legal certificates of qualifications?	No. holding certificates granted or indorsed by the State Board of Education.	No. holding northern normal school certificates.	No. holding central normal school certificates.	No. holding State normal college certificates.	No. holding certificates granted by State university under provisions of sec. 4804 of comp laws.	No. holding college certificates granted according to sec. 4806 of compiled laws.	No. holding city certificates of first grade.	No. holding city certificates of second grade.	No. holding city certificates of third grade.	No. holding county certificates.	Portion of superintendent's time given to supervision.
Adrian	45	3	....	....	1	1	1	1	yes	.....	yes	7	.....	.....	3	2	2	4	11	16	....	all
Albion	28	3	1	....	1	.....	.....	1	.....	yes	yes	.....	.....	2	13	2	3	1	.....	3	1	5-6
*Alpena	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ann Arbor	74	4	2	....	.8	.....	1	.6	yes	yes	yes	.....	.....	.....	4	.....	.....	26	19	25	....	all
Au Sable	9	.....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....	.....	.....	.....	2	.....	.....	.....	7	1-3
*Battle Creek	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bay City	126	6	4	....	2	.....	2	1	yes	.....	yes	.....	.....	.....	1	13	.....	26	.....	16	....	all
Belding	17	1	....	.5	.5	1	.....	.....	yes	yes	yes	.....	.....	.....	7	.....	1	.....	3	2	4	1-2
Benton Harbor	34	1	....	.3	.3	.....	.....	.4	yes	.....	yes	1	.....	10	12	2	.....	1	5	.....	.....	.....
Bessemer	26	1	....	....	.5	.....	.....	.5	yes	.....	yes	1	2	2	8	2	1	1	1	2	....	2-3
Big Rapids	26	1	....	.3	.4	.....	.....	.3	.....	yes	yes	.....	.....	.....	3	2	.....	8	7	5	1	6-8
Cadillac	35	2	....	....	.....	1	.....	1	yes	yes	yes	.....	.....	4	16	.....	1	7	7	.....	....	all
Charlotte	24	1	....	....	.5	.....	1	.5	yes	.....	yes	.....	.....	1	6	3	3	.....	6	3	....	6-7
Cheboygan	27	.....	....	....	.....	.....	1	.....	.....	yes	yes	1	.....	.....	5	.....	.....	2	11	4	2	.....
Clare	10	.....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....	1	3	.....	2	.....	.....	.....	4	1-4
Coldwater	28	.....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....	.....	12	1	2	2	11	.....	....	6-7
Corunna	12	2	....	....	1	.....	.....	1	yes	.....	yes	.....	.....	.....	.....	1	1	1	4	4	....	1-2
Crystal Falls	24	1	....	....	.5	.....	.....	.5	yes	.....	yes	1	.....	2	7	.....	.....	.....	.....	.....	13	2-3
†Detroit	1,022	6	18	1	1	.....	8	1	yes	.....	yes	15	.....	1	81	4	4	.....	.....	.....	24	all
*Dowagiac	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
East Tawas	10	.....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....	.....	1	1	2	.....	.....	.....	6	1-2
*Eaton Rapids	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Escanaba	46	1	....	....	.....	.....	.....	1	yes	.....	yes	2	4	3	6	2	.....	17	11	.....	....	all
*Flint	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gladstone	17	1	....	....	.....	1	.....	.....	yes	.....	yes	1	.....	.....	2	1	.....	2	8	2	....	3-4
*Gladwin	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Haven	30	.....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....	.....	4	2	.....	1	15	2	6	6-7
Grand Ledge, 9 fi	8	1	....	....	.....	.....	.....	1	.....	.....	yes	.....	.....	.....	1	2	.....	.....	.....	.....	4	.....
Grand Ledge, 11 fi	5	.....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....	1	3	.....	.....	.....	.....	1	....	1-8

Grand Rapids	414	16	13	3			3	1	yes	yes	yes				39	21		110	148	139		all
*Greenville																						
*Harrison																						
Hillsdale	26	3	1		1			1	yes		yes				5		3	2	5	7	1	3-4
Holland	39	1						1	yes	yes	yes			5	11	1	2	7	13	19		all
Hudson	16	1			.5			.5	yes		yes				3	2	1			9	1	5-8
*Hastings																						
Ionia	30	1		.4	.3		.3			yes	yes	1			5		2	7	9	6		1-2
Iron Mountain	55										yes		3	1	10	1		9	22	9		all
Ironwood	57	2			1			1	yes	yes	yes	2			16	3		1		19		all
*Ishpeming																						
Jackson	93	2			1			1	yes	yes	yes	1			35	6		3	9	11	25	
Kalamazoo	115	20	6		2	10	1	1	no	yes	yes			1	10	7	9	25	48	41	2	all
Lansing	86	2			1			1		yes	yes				12		2	16	20	12	6	all
Lapeer	20	1					1				yes	1		1	7	1		1	5	3		1-2
Ludington	46	1			.5			.5	yes		yes			3	11	3	1	2	25			all
*Mackinac Island																						
Manistee	76	2			1			1	yes	yes	yes	1		1	7	1		27	6	26		all
Manistique	27	1			.5			.5		yes	yes	1	2	2	6	1		3	9	2		5-6
Marine City	15										yes	1		3	3			1	1	6		1-2
*Marquette																						
Marshall	26	2			1			1	yes		yes				8	3	2	2	4	5		2-3
Mason	12	2				1		.5		yes	yes			1	1		3	3	1	4	2	1-2
Menominee	64	12	2		1	8		1	yes		yes	1		7	9	2	5	4	10	14		all
*Midland																						
Monroe	19	2		1	.5			.5	yes		yes	1				3		1	5	6		5-7
Mt. Clemens	30	1			.5			.5		yes	yes				2	1		6	8	11	1	all
*Mt. Pleasant																						
*Muskegon																						
Negaunee	35	1			.5			.5	yes		yes		4		7			3	6	12		all
*Niles																						
North Muskegon	2										yes										2	
Norway	18										yes	2	2		2	1	20	2	5	1	3	1-2
Owosso	47	2			1			1	yes	yes	yes	2			12	7	2	12	15	19	3	all
Petoskey	29	1			.5			.5	yes	yes	yes	1		3	12	3	1	6	9	14		all
*Pontiac																						
*Port Huron																						
Saginaw	145	8	4	.5	1			2	yes		yes							23	56	66		all
*Saginaw, W. S.																						
Sault Ste. Marie	56	2		.5	.5			1	yes		yes	1	2	4	19	4	2	10	8			all
St. Clair	14	1						1	yes		yes				4	2		1	2	4		1-2
*St. Ignace																						
St Joseph	30	4			.5	3		.5	yes		yes	1		2	4		3	2	6	10	2	all
St. Louis	14	2		.4		1	.6			yes	yes			3		2		1	3	3		1-2

* No report received.
† Seven hundred and seventy-five hold city certificates.

TABLE XIX.—CONCLUDED.

Incorporated cities.	No. of teachers in schools, including superintendents and special teachers.	No. of special teachers employed.	No. of instructors in manual training.	No. of instructors in penmanship.	No. of instructors in drawing.	No of instructors in kindergarten.	No. of instructors in commercial course.	No. of instructors in music.	Are your teachers of music and kindergarten qualified according to act No. 166 of 1901?	If not, have they been granted city certificates?	Are all regular teachers holders of legal certificates of qualifications?	No. holding certificates granted or indorsed by the State Board of Education.	No. holding northern normal school certificates.	No. holding central normal school certificates.	No. holding State normal college certificates.	No. holding certificates granted by State university under provisions of sec. 4804 of comp. laws.	No. holding college certificates granted according to sec. 4805 of compiled laws.	No. holding city certificates of first grade.	No. holding city certificates of second grade.	No. holding city certificates of third grade.	No. holding county certificates.	Portion of superintendent's time given to supervision.
*Stanton																						
*Sturgis																						
South Haven	23	1						1	yes	yes	yes	2			4				12	2	14	6-7
Tawas City	7											1									6	1-6
Three Rivers	27	1		.5	.5	.5		.5	yes	yes	yes			7	2			3	8	7		3-4
Traverse City	52	2		.5			.5	.5	yes	yes	yes	1		7	15	8		11	16	23	6	all
West Bay City	66	1	1											1	1			2	5	50	1	all
Wyandotte	26							.5	yes						14		2	1	4	1	1	all
Ypsilanti	32	3			1			1	yes						25		1				1	2-3

* No report received.

TABLE XX.

Receipts and expenditures at teachers' institutes for the calendar year 1902.

Counties.	Location.	Date.	Receipts.		Expenditures.				Totals.
			County funds.	State funds.	Compensation of instructors.	Expenses of instructors.	Compensation of local committee.	Other expenses.	
Totals			$10,536 45	$2,309 96	$9,088 12	$1,997 62	$545 80	$1,214 87	$12,846 41
Alcona	Harrisville	March 17-21	$20 50	$90 05	$75 00	$30 55	$5 00		$110 55
Alger with Marquette									
Allegan	Allegan	August 4-20	275 33	25 00	249 00	19 53	13 00	18 80	300 33
Alpena	Alpena	August 28-30	53 00	44 94	65 00	26 94	3 00	3 00	97 94
Antrim	Bellaire	August 4-8	60 50	37 50	75 00	18 00	5 00		98 00
Arenac	Sterling	August 11-22	67 00	57 03	104 00	12 03	8 00		124 03
Baraga	Baraga	October 16-18	20 50	75 00	70 00	13 80	3 00	8 70	95 50
Barry	Hastings	January 30, Feb. 1	92 71	28 32	70 00	24 28	3 00	23 75	121 03
Bay	West Bay City	August 25-29	83 30		55 00	6 80	5 00	16 50	83 30
Benzie	Frankfort	January 9-10	42 00	38 90	35 00	32 15	6 00	7 75	80 90
Berrien	Buchanan	May 2-3	27 95		15 00	8 05	4 00	90	27 95
	St. Joseph	October 2-4	130 45		90 00	20 45	3 00	17 00	130 45
Branch	Coldwater	July 28, August 20	229 31		166 00	17 46	18 00	27 85	229 31
Calhoun	Marshall	August 18-20	85 50		53 06	12 52	3 00	16 98	85 50
	Marshall	November 13-15	217 79		140 00	30 09	6 00	41 70	217 79
Cass	Cassopolis	August 11-20	144 97	3 83	120 00	9 10	8 00	11 70	148 80
Charlevoix	Charlevoix	August 18-20	87 00	14 46	60 00	35 46	6 00		101 46
Cheboygan	Cheboygan	April 24-26	62 50	63 18	90 00	31 21	3 00	1 47	125 68
Chippewa	Sault Ste. Marie	December 29-31	115 00	32 40	80 00	52 40	3 00	12 00	147 40
Clare	Clare	October 23-25	59 00	20 55	65 00	2 80	3 00	8 75	79 55
Clinton	St. Johns	August 11-20	210 01		170 60	31 41	8 00		210 01
Crawford	Grayling	December 1-5	18 50	93 00	75 00	28 50	5 00	3 00	111 50
Delta	Escanaba	October 7-10	45 87	53 11	57 00	20 23	8 00	13 75	98 98
Dickinson	Iron Mountain	September 25-27	40 00	94 67	75 00	40 07	3 00	16 60	134 67
Eaton	Charlotte	January 17-18	134 18		75 00	10 68	4 00	44 50	134 18
	Charlotte	August 11-15	102 12		68 00	6 45	10 00	17 67	102 12
Emmet	Petoskey	April 3-5	87 50	1 85	65 00	18 35	6 00		89 35
Genesee	Flint	July 21, August 8	317 01		270 00	11 92	15 00	20 09	317 01
Gladwin	Gladwin	August 11-15	40 00	53 95	75 00	12 95	5 00	1 00	93 95
Gogebic and Iron	Ironwood	October 2-4	39 50	40 00	40 00	32 50	3 00	4 00	79 50
Grand Traverse	Traverse City	August 25-29	88 00	15 83	75 00	21 83	5 00	2 00	103 83
Gratiot	Ithaca	August 18-20	107 78		70 00	17 78	3 00	17 00	107 78

TABLE XX.—CONCLUDED.

Counties.	Location.	Date.	Receipts.		Expenditures.				Totals.
			County funds.	State funds.	Compensation of instructors.	Expenses of instructors.	Compensation of local committee.	Other expenses.	
Hillsdale	Hillsdale	August 18-20	$100 17		$70 00	$15 15	$3 00	$12 02	$100 17
Houghton and Keweenaw	Calumet	August 25-29	215 91		120 00	63 91	20 00	12 00	215 91
Huron	Bad Axe	August 4-20	331 49		243 00	54 69	13 00	20 80	331 49
Ingham	Mason	August 4-15	277 59		215 00	13 79	10 00	38 80	277 59
Ionia	Ionia	August 11-15	125 02		90 00	14 42	5 00	15 60	125 02
Iosco	Tawas City	August 11-15	35 00	32 00	60 00	2 00		5 00	67 00
Iron	Crystal Falls	Sept. 29, October 1	27 50	99 90	75 00	37 80	6 00	8 60	127 40
Isabella	Mt. Pleasant	August 4-20	154 00	100 00	215 00	19 00	15 00	5 00	254 00
Jackson	Rives Junction	January 25	14 27		10 00	2 27	2 00		14 27
	Parma	February 1	12 40		12 00	40			12 40
	Munith	February 8	16 73		10 00	4 73	2 00		16 73
	Hanover	February 22	10 90		10 00	90			10 90
	Concord	March 1	18 89		15 00	3 89			18 89
	Grass Lake	March 8	11 44		10 00	1 44			11 44
	Brooklyn	March 15	23 15		15 00	5 15	2 00		23 15
	Jackson	May 16-17	91 92		60 00	27 92	4 00		91 92
Kalamazoo	Kalamazoo	November 13-15	168 83		110 00	33 08	3 00	23 75	168 83
Kalkaska	Kalkaska	March 24-27	27 45	45 24	35 00	10 24	3 00	24 45	72 69
	Kalkaska	October 13-15	26 55	69 29	60 00	22 89	3 00	9 95	95 84
Kent	Grand Rapids	January 17	50 00		50 00				50 00
	Sparta	January 24-25	66 60		59 00	7 60			66 60
	Grand Rapids	February 17	35 00		35 00				35 00
	Grand Rapids	August 11-20	250 81		196 00	26 99	8 00	19 82	250 81
	Circuit Inst	November 3-7	90 00		50 00	6 55	10 00	23 45	90 00
Keweenaw with Houghton									
Lapeer	Lapeer	March 7-8	75 19		55 00	9 53	2 00	8 66	75 19
	Lapeer	October 31, Nov. 1	111 71		60 00	39 51	2 00	10 20	111 71
Leelanau	Maple City	March 24-26	20 50		10 00	1 33	6 00	3 17	20 50
Lenawee	Adrian	October 31, Nov. 1	125 12		70 00	14 42	9 00	31 70	125 12
Livingston	Howell	August 11-20	179 27		138 00	16 67	8 00	16 60	179 27
Macomb	Richmond	August 4-14	211 62	36 91	200 00	19 89	10 00	18 64	248 53
Manistee	Manistee	November 13-15	101 20		65 00	13 69	6 00	16 51	101 20
Marquette and Alger	Marquette	October 29-30	152 33		80 00	50 28	8 00	14 05	152 33
Mason	Ludington	July 7-11	64 50	41 60	80 00	16 10	5 00	5 00	106 10
	Ludington	December 19-20	69 50	11 78	45 00	23 53	2 00	10 75	81 28

Mecosta	Morley	January 25	19 06		14 00	1 81		3 25	19 06
	Mecosta	February 15	19 90		14 00	80		5 10	19 90
	Barryton	March 15	20 22		14 00	3 32		2 90	20 22
	Remus	April 18	23 58		14 00	5 18		4 40	23 58
	Sylvester	May 8	24 71		14 00	6 71		4 00	24 71
	Big Rapids	November 27-29	142 55		68 00	58 95		15 60	142 55
Menominee	Menominee	August 4-20	114 00	100 00	191 00		13 00	10 00	214 00
Midland	Midland	August 11-21	51 00	100 00	103 60	19 25	7 80	20 35	151 00
Missaukee	Lake City	August 28-30	46 00	45 30	60 00	22 80	3 00	5 50	91 30
Monroe	Monroe	August 27-29	134 14		90 00	20 14	3 00	11 00	134 14
Montcalm	Greenville	August 28-30	110 27		90 00	20 27			110 27
Montmorency	Atlanta	October 27-31	22 50	100 00	70 69	41 81	10 00		122 50
Muskegon	Casnovia	September 18-20	97 12		65 00	13 52	6 00	12 60	97 12
Newaygo	Fremont	October 8-11	107 00	5 95	70 00	28 20	6 00	8 75	112 95
Oakland	Pontiac	November 28-29	105 64		85 00	11 64	6 00	3 00	105 64
Oceana	Hart	August 18-20	82 50	14 07	65 00	19 63	6 00	5 95	96 57
Ontonagon	Ontonagon	April 24-26	82 50	5 50	60 00	18 40	6 00	3 60	88 00
Osceola	Avondale	February 14	13 39			9 49		3 90	13 39
	Hersey	May 16-17	20 75	76 23	64 23	18 00	4 00	10 75	96 98
	Hersey	October 17-18	40 07	65 71	55 00	29 03	4 00	18 35	106 38
Oscoda	Mio	March 17-21	19 00	100 00	60 00	59 00			119 00
Otsego	Gaylord	August 11-20	31 50	79 18	88 00	13 93	8 00	75	110 68
Ottawa	Holland	March 20-22	100 00		65 00	24 00		11 00	100 00
	Coopersville	April 3-5	100 00		65 00	14 95	5 00	15 05	100 00
Presque Isle	Rogers	November 17-21	34 00	98 53	75 00	47 53	10 00		132 53
Roscommon	Roscommon	April 28, May 2	16 00	61 52	70 00	2 52	5 00		77 52
Saginaw	St. Charles	February 27-29	111 62	18 94	75 00	20 56	6 00	29 00	130 56
St. Clair	Port Huron	August 11-20	228 00	10 13	200 00	14 28	8 00	15 85	238 13
	Port Huron	November 28-29		12 00	12 00				12 00
St. Joseph	Sturgis	August 4-20	305 41	30 35	273 00	21 29	13 00	28 47	335 76
Sanilac	Sanilac Centre	August 27-29	134 37		96 00	26 22	3 00	10 15	134 37
Shiawassee	Corunna	July 7-18	292 27		250 00	15 27	10 00	17 00	292 27
Tuscola	Caro	August 4-15	188 05	26 95	160 00	12 00	10 00	33 00	215 00
Van Buren	Paw Paw	November 20-22	130 00		110 00	12 00	3 00	5 00	130 00
Washtenaw	Ann Arbor	August 11-20	206 25		168 00	14 00	8 00	16 25	206 25
Wayne	Detroit	February 19	74 00		60 00	10 00		4 00	74 00
	Detroit	March 31	69 80		55 00	10 00		4 80	69 80
	Detroit	April 25	74 60		65 00			9 60	74 60
	Detroit	May 1-3	255 62		140 00	23 32	6 00	86 30	255 62
	Trenton	September 27	36 91		25 00	2 50		9 41	36 91
	Detroit	November 6-8	183 58		90 00	53 48	6 00	34 10	183 58
	New Boston	December 6	39 63		25 00	1 47	2 00	11 16	39 63
Wexford	Sherman	July 28, August 20	242 00	39 32	234 00	14 32	18 00	15 00	281 32

TABLE XXI.

Local committees, conductors and instructors at

Counties.	Location.	Term.	Local committees.
Alcona	Harrisville	5 days	W. H. Sanborn
Allegan	Allegan	13 days	J. E. McDonald
Alpena	Alpena	3 days	J. A. Case
Antrim	Bellaire	5 days	H. M. Coldren
Arenac	Sterling	8 days	Julia Inglis
Baraga	Baraga	3 days	M. J. McKanna
Barry	Hastings	3 days	J. C. Ketcham
Bay	West Bay City	5 days	C. W. Hitchcock
Benzie	Frankfort	3 days	M. S. Gregory
Berrien	Buchanan	2 days	C. D. Jennings
	St. Joseph	3 days	C. D. Jennings
Branch	Coldwater	18 days	M. W. Wimer
Calhoun	Marshall	3 days	Ernest Burnham
	Marshall	3 days	Ernest Burnham
Cass	Cassopolis	8 days	W. H. C. Hale
Charlevoix	Charlevoix	3 days	A. W. Chew
Cheboygan	Cheboygan	3 days	E. W. Baker
Chippewa	Sault Ste. Marie	3 days	T. R. Easterday
Clinton	St. Johns	8 days	T. H. Townsend
Crawford	Grayling	5 days	Flora Marvin
Delta	Escanaba	4 days	P. R. Legg
Dickinson	Iron Mountain	3 days	E. L. Parmenter
Eaton	Charlotte	2 days	J. L. Wagner
	Charlotte	5 days	J. L. Wagner
Emmet	Petoskey	3 days	H. S. Babcock
Genesee	Flint	15 days	J. H. Tyler
Gladwin	Gladwin	5 days	T. E. Armstrong
Gogebic	Ironwood	3 days	L. L. Wright
Grand Traverse	Traverse City	5 days	Nettie C. Gray
Gratiot	Ithaca	3 days	C. F. Pike
Hillsdale	Hillsdale	3 days	C. P. Hulce
Houghton and Keweenaw	Calumet	5 days	Wm. Bath, F. M. Bradshaw
Huron	Bad Axe	13 days	David Kaercher
Ingham	Mason	10 days	A. G. Wilson
Ionia	Ionia	5 days	L. A. Burhans
Iosco	Tawas City	5 days	J. A. Campbell
Iron	Crystal Falls	3 days	John F. Mason
Isabella	Mt. Pleasant	15 days	H. A Graham
Jackson	Rives Junction	1 day	
	Parma	1 day	
	Munith	1 day	
	Hanover	1 day	
	Concord	1 day	
	Grass Lake	1 day	
	Brooklyn	1 day	
	Jackson	2 days	F. E. Schall
Kalamazoo	Kalamazoo	3 days	J. W. Hazard
Kalkaska	Kalkaska	3 days	Irene L. Getty
	Kalkaska	3 days	Irene L. Getty
Kent	Grand Rapids	1 day	
	Sparta	2 days	A. R. Zimmer
	Grand Rapids	1 days	
	Grand Rapids	8 days	A. R. Zimmer
	Circuit Institute	5 days	A. R. Zimmer
Lapeer	Lapeer	2 days	W. F. Laughlin
	Lapeer	2 days	W. F. Laughlin
Leelanau	Maple City	3 days	J. O. Duncan
Lenawee	Adrian	3 days	M. W. Hensel
Livingston	Howell	8 days	N. Knoothuizen
Macomb	Richmond	10 days	O. D. Thompson
Manistee	Manistee	3 days	H. J. Leighton

TABLE XXI.

teachers' institutes for the calendar year 1902.

Conductors.	Instructors.	Instructors.	Instructors.
R. D. Bailey	A. B. Lightfoot.		
C. L. Bemis	Mae Bennett	J. E. McDonald.	
A. F. Doyle	R. D. Bailey.		
H. C. Lott.	R. E. Barbour.		
M. F. Scott	E. M. Ledyard.		
E. C. Thompson	Flora Mowbray.		
S. B. Laird	Margaret Wise	W. H. French.	
A. Hamlin Smith	C. W. Hitchcock.		
W. N. Ferris	Albert Leonard.		
C. D. Jennings	W. D. Henderson.		
F. A. Barbour	H. L. Stetson	J. F. Kinsey.	
F. E. Andrews	Ida Wimer	Katheron Shupe.	
W. N. Ferris	Aurelia Hirth	Ernest Burnham.	
Geo. W. Loomis	J. L. Hughes, A. Bayliss.	Arnold Tompkins	Elizabeth Wightman.
W. E. Conkling	F. E. Knapp.		
F. L. Keeler	J. C. Nafe		
H. R. Pattengill	Irene L. Getty.		
W. H. Cheever	D. B. Waldo.		
I. B. Gilbert	E. T. Austin	Lida Sloan.	
W. N. Ferris	A. B. Lightfoot.		
W. N. Ferris	P. R. Legg.		
H. R. Pattengill	G. J. Edgcumbe.		
H. R. Pattengill	Margaret Wise.		
C. G. Wade	E. A. Carpenter.		
J. H. Kaye	Lucy A. Sloan.		
A. Hamlin Smith	J. H. Tyler	Jessie Noyes.	
E. F. Waldo	Ben Bennett.		
W. N. Ferris	W. H. Cheever.		
G. A. McGee	Elizabeth Wightman.		
H. R. Pattengill	Harriet Marsh.		
C. T. Grawn	Abbie Roe.		
M. O. Graves	Orr Schurtz	Alice M. Bunn.	
Geo. W. Loomis	A. F. Doyle	Flora Mowbray.	
C. E. Holmes	E. M. Wood	Jean Dawson.	
G. A. McGee	E. P. Clarke.		
C. M. Jansky	J. A. Campbell.		
H. R Pattengill	G. J. Edgcumbe.		
W. F. Lewis	J. C. Ketcham	H. A. Graham.	
F. E. Schall	C. H. Gurney.		
F. E Schall	W. J. McKone.		
F. E. Schall	D. E. McClure.		
F. E. Schall	C. H. Gurney.		
F. E. Schall	H. R. Pattengill.		
F. E. Schall	S. B. Laird.		
F. E. Schall	H. R. Pattengill.		
W. H. Cheever	Margaret Wise	W. H. Cheever.	
C. O. Hoyt	H. L. Stetson	Alfred Bayliss	J. L. Hughes.
A. Hamlin Smith	Irene L. Getty.		
H. R. Pattengill	Lucy A. Sloan.		
W. H. Elson	Arnold Tompkins.		
H. R. Pattengill	W. N. Ferris	K. L. Butterfield.	
W. H. Elson	A. E. Winship.		
A. Hamlin Smith	F. D. Smith	Lucy A. Sloan	Florence Marsh.
H. R. Pattengill			
H. R Pattengill	F. A. Barbour.		
W. J. McKone	L. D. Harvey.		
Geo. W. Loomis	Fannie I. Allen.		
C. O. Hoyt	T. H. Lewis	Helen R. Gardner.	
C. O. Hoyt	N. Knoolhuizen	Irene L. Getty.	
J. D. Schiller	B. W. Peet	Alice Marsh.	
C. T. Grawn	W. N. Ferris.		

TABLE XXI.—CONCLUDED.

Counties.	Location.	Term.	Local committees.
Marquette and Alger	Marquette	2 days	Flora McLachlan, F. D. Davis
Mason	Ludington	5 days	C. A. Rinehart
	Ludington	2 days	C. A. Rinehart
Mecosta	Morley	1 day	
	Mecosta	1 day	
	Barryton	1 day	
	Remus	1 day	
	Sylvester	1 day	
	Big Rapids	3 days	
Menominee	Menominee	13 days	Jesse Hubbard
Midland	Midland	8 days	J. H. Mustard
Missaukee	Lake City	3 days	E. S. Hall
Monroe	Monroe	3 days	A. C. Marvin
Montcalm	Greenville	3 days	E. D. Straight
Montmorency	Atlanta	5 days	S. H. Knisely
Muskegon	Casnovia	3 days	H. B. Carr
Newaygo	Fremont	3 days	A. Gordon Dye
Oakland	Pontiac	2 days	H. S. Elliott
Oceana	Hart	3 days	Vesta B. Smith
Ontonagon	Ontonagon	3 days	A. C. Adair
Osceola	Avondale	1 day	Jas. H. Thompson
	Hersey	2 days	Jas. H. Thompson
	Evart	2 days	Jas. H. Thompson
Oscoda	Mio	5 days	Sim J. Lewis
Otsego	Gaylord	8 days	R. D. Bailey
Ottawa	Holland	3 days	L. P. Ernst
	Cooperville	3 days	L. P. Ernst
Presque Isle	Rogers	5 days	Ed. Erskine
Roscommon	Roscommon	5 days	E. G. Payne
Saginaw	St. Charles	3 days	John C. Nafe
St. Clair	Port Huron	8 days	R. S. Campbell
	Port Huron	2 days	Geo. A. Parker
St. Joseph	Sturgis	13 days	L. E. Miller
Sanilac	Sanilac Center	3 days	C. G. Putney
Shiawassee	Corunna	10 days	O. L. Bristol
Tuscola	Caro	10 days	Henry P. Bush
Van Buren	Paw Paw	3 days	E. A. Aseltine
Washtenaw	Ann Arbor	8 days	C. E. Foster
Wayne	Detroit	1 day	
	Detroit	1 day	
	Detroit	2 days	
	Detroit	3 days	
	Trenton	1 day	
	Detroit	3 days	E. W. Yost
	New Boston	1 day	
Wexford	Sherman	18 days	C. C. Siemons

TABLE XXI.—CONCLUDED.

Conductors.	Instructors.	Instructors.	Instructors.
W. H. Cheever	C. T. Grawn.		
H. R. Pattengill	H. R. Pattengill	Mrs. Ella A. Hubbard	Cora Shackelton
C. T. Grawn	S. B. Laird	C. T. Grawn.	
A. B. Lightfoot	F. D. Smith.		
A. B. Lightfoot	W. N. Ferris.		
A. B. Lightfoot	F. D. Smith.		
A. B. Lightfoot	C. T. Grawn.		
A. B. Lightfoot	W. N. Ferris.		
C. O. Hoyt	Margaret Wise.		
E. L. Parmenter	B. S. Hopkins	Jesse Hubbard.	
W. D. Henderson	Mrs. Sarah Greeley.		
W. D. Henderson	Minnie Termaat.		
C. O. Hoyt	E. D. Palmer	Kathryn Corrigan.	
Geo. W. Loomis	J. K. Osgerby	Abigail Lynch.	
Geo. W. Loomis	C. S. Larzalere.		
C. T. Grawn	W. N. Ferris	C. T. Grawn.	
C. O. Hoyt	Margaret Wise.		
S. B. Laird	W. J. McKone	Margaret Wise.	
G. J. Edgcumbe	Belle Waldo.		
Orr Schurtz	Alice Harris.		
C. T. Grawn	Fannie Allen.		
Geo. W. Loomis	Fannie Allen.		
H. R. Pattengill	L. H. Jones	Florence Marsh.	
Sim J. Lewis	Gerret Masselink.		
W. L. Shuart	R. D. Bailey.		
H. R. Pattengill	A. Hamlin Smith.		
H. R. Pattengill	W. J. McKone.		
F. L. Keeler	Lois Wilson.		
R. D. Bailey	Ward Tower.		
S. B. Laird	F. A. Barbour	Lucy A. Sloan.	
W. J. McKone	W. A. Morse	Abigail Lynch.	
Geo. A. Parker	A. Hamlin Smith.		
Webster Cook	L. B. Austin	Lucy Bettes.	
W. J. McKone	I. A. Beddow	Lois Wilson.	
Geo. W. Loomis	R. D. Briggs	Nettie Brown	Nellie B. Goss.
O. H. Gurney	F. L. Evans	Henry P. Bush.	
H. R. Pattengill	Margaret Wise	O. T. Bright.	
F. J. Tooze	S. J. Gier	Maud Parker.	
W. C. Martindale	A. E. Winship.		
W. C. Martindale	J. L. Hughes.		
W. C. Martindale	Fred N. Scott.		
E. W. Yost	F. A. Barbour	H. R. Pattengill	J. L. Hughes.
E. W. Yost	L. H. Jones.		
G. W. Loomis	L. H. Jones	Arnold Tompkins	H. L. Stetson.
E. W. Yost	S. B. Laird.		
J. H. Kaye	Fannie I. Allen	C. C. Slemons.	

TABLE XXII.

Enrollment at teachers' institutes for the calendar year 1902.

Counties.	Number of teachers required to supply schools.	Number enrolled.			Kinds and grades of certificates held by members.										Number without experience in teaching.	Number having received normal instruction.	Average attendance each half day.	Number of legally qualified teachers in county.	Percentage of teachers in county attending institutes.
		Men.	Women.	Total.	State.	University.	Normal.	First.	Second.	Third.	Special.	College.	City.	Kindergarten.					
Totals	13,802	2,103	8,093	10,196	279	54	633	253	3,002	2,889	79	41	115	2	1,760	1,849	6,877	15,409	.48
Alcona	34	21	45	66	4	.....	.....	.....	14	15	2	.....	.....	.....	32	4	63	43	.61
Alger with Marquette	41	4	28	32	.....	.....	7	.....	15	5	.....	.....	.....	.....	.....	15	32	30	.90
Allegan	254	16	111	127	.....	.....	.....	2	33	49	1	.....	.....	.....	45	6	106	296	.29
Alpena	95	4	81	85	.....	.....	2	.....	20	31	.....	.....	10	.....	.....	.....	76	84	.75
Antrim	111	11	29	40	.....	.....	3	.....	18	9	.....	.....	.....	.....	4	6	33	126	.23
Arenac	56	10	27	37	.....	.....	1	3	12	12	.....	.....	.....	.....	7	9	28	65	.43
Baraga	27	5	32	37	.....	6	.....	.....	7	7	2	3	.....	.....	12	12	30	28	.89
*Barry	182	106	95	201	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	237	.....
Bay	258	21	73	94	.....	1	5	3	52	24	.....	.....	2	.....	14	13	56	280	.31
Benzie	76	28	101	129	1	.....	11	5	24	27	3	.....	.....	.....	58	15	114	93	.76
*Berrien	287	33	75	108	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	298	.....
		78	109	187	5	.....	20	6	68	58	.....	.....	.....	.....	.....	36	.....		.52
Branch	183	21	68	89	.....	.....	.....	.....	19	35	4	.....	.....	.....	31	5	83	160	.36
Calhoun	318	15	111	126	3	.....	1	2	47	44	.....	2	.....	.....	29	20	98	279	.39
		35	232	267	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	229		.....
Cass	155	13	55	68	.....	.....	2	.....	28	21	.....	.....	.....	.....	17	5	48	242	.21
Charlevoix	102	10	62	72	.....	.....	.....	1	33	21	1	.....	.....	.....	19	8	87	117	.48
Cheboygan	96	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	119	.....
Chippewa	120	19	87	106	.....	2	30	7	13	20	1	.....	.....	.....	.....	49	106	110	.66
Clare	73	12	52	64	1	.....	7	2	27	24	.....	.....	.....	.....	3	15	58	94	.64
Clinton	165	17	112	129	.....	.....	1	1	40	55	.....	.....	1	.....	30	26	86	184	.53
Crawford	33	21	38	59	.....	.....	1	3	8	9	1	.....	.....	.....	37	4	56	35	.62
Delta	121	8	105	113	15	.....	4	3	26	22	8	.....	15	.....	17	41	68	120	.77
Dickinson	93	10	82	92	14	.....	14	10	28	19	1	.....	.....	.....	5	55	62	92	.93
Eaton	217	47	140	187	.....	2	5	2	43	73	1	2	1	.....	12	16	135	221	.58
		19	113	132	.....	.....	6	2	39	58	1	1	.....	.....	34	17	97		.44
Emmet	110	17	64	81	7	.....	.....	1	15	20	1	.....	.....	.....	32	11	.....	124	.35
Genesee	267	9	80	89	.....	.....	1	1	30	32	.....	.....	2	.....	14	6	53	322	.23

Gladwin	47	2	41	43	.....	.....	.....	.....	6	16	1	.....	.....	.....	20	.....	40	46	.50
Gogebic and Iron	106	20	132	152	38	.....	4	18	24	32	8	.....	.....	.....	.....	.....	124	105	.74
Grand Traverse	121	5	61	66	1	.....	6	2	29	18	.....	1	1	.....	8	12	46	147	.32
Gratiot	180	31	113	144	1	.....	16	2	31	49	.....	.....	.....	.....	33	33	115	213	.46
Hillsdale	216	24	133	157	1	.....	4	2	62	74	.....	.....	1	.....	27	30	128	325	.44
Houghton and Keweenaw	331	14	99	113	1	3	17	5	35	49	.....	.....	.....	2	12	52	62	305	.36
Huron	153	24	57	81	.....	.....	3	3	28	34	.....	1	.....	.....	12	5	36	200	.34
Ingham	255	19	95	114	1	.....	1	4	45	50	.....	.....	.....	.....	.....	.....	63	304	.33
Ionia	227	10	110	120	8	.....	6	2	25	50	.....	5	.....	.....	33	5	80	236	.40
Iosco	57	4	38	42	.....	.....	.....	.....	7	21	.....	.....	.....	.....	17	2	35	63	.44
Iron	52	6	51	57	1	.....	1	1	19	10	7	.....	.....	.....	6	26	54	61	.63
Iron with Gogebic	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Isabella	132	20	83	103	.....	.....	35	.....	26	29	.....	.....	.....	.....	23	65	61	221	.40
		11	12	23	.....	.....	4	1	9	9	.....	.....	.....	.....	.....	5	.....		.67
		6	20	26	3	.....	1	1	7	13	.....	.....	.....	.....	2	4	.....		.73
		13	16	29	.....	.....	3	.....	11	13	.....	.....	.....	.....	4	8	.....		.79
		11	31	42	1	.....	.....	2	18	19	.....	.....	.....	.....	8	2	.....		.11
Jackson	270	9	33	42	7	.....	2	2	13	12	.....	.....	.....	.....	14	9	.....	341	.10
		10	25	35	3	.....	2	.....	12	13	.....	.....	.....	.....	6	6	.....		.06
		15	38	53	6	.....	1	2	22	16	.....	.....	.....	.....	12	11	.....		.13
		50	190	240	1	1	25	7	51	47	3	.....	.....	.....	62	43	200		.39
Kalamazoo	275	52	351	403	2	.....	19	6	58	38	.....	3	.....	.....	74	42	225	342	.33
Kalkaska	56	19	53	72	1	.....	3	.....	22	13	3	.....	.....	.....	33	6	33	66	.63
		20	62	82	.....	.....	3	2	24	12	1	.....	.....	.....	36	4	74		.63
†Kent	653	7	49	56	.....	.....	2	4	28	21	.....	.....	.....	.....	3	6	.....	648	.84
Keweenaw with Houghton	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	.....
Lake	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	.....
Lapeer	182	40	134	174	.....	1	14	2	54	45	3	1	4	.....	50	20	174	186	.66
		22	127	149	.....	.....	12	2	64	43	.....	1	2	.....	30	16	.....		.66
Leelanau	66	10	33	43	.....	1	2	1	15	10	3	.....	.....	.....	11	.....	39	83	.38
Lenawee	301	37	148	185	3	5	20	4	80	55	.....	1	9	.....	13	46	150	352	.50
Livingston	166	26	108	134	1	6	5	.....	39	66	1	.....	.....	.....	32	32	75	328	.36
Luce	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	.....
Mackinac	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	62	.....
Macomb	179	18	41	59	.....	.....	.....	2	26	14	.....	.....	.....	.....	15	.....	34	183	.22
*Manistee	151	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	166	.....
Marquette and Alger	218	19	199	218	3	.....	78	3	45	35	1	.....	12	.....	.....	137	225	210	.84
Mason	110	10	54	64	1	.....	1	1	18	21	.....	.....	1	.....	25	5	.....	135	.31
		12	77	89	.....	1	9	2	39	22	.....	3	17	.....	3	21	81		.68
		17	42	59	1	.....	.....	1	18	13	.....	.....	.....	.....	.....	1	150		.22
		19	58	77	.....	.....	.....	.....	8	45	.....	.....	.....	.....	.....	.....	.....		.35
‡Mecosta	136	16	59	75	.....	.....	.....	.....	40	35	.....	.....	.....	.....	.....	.....	.....	150	.50
		13	33	46	.....	.....	.....	.....	24	22	.....	.....	.....	.....	.....	.....	.....		.30
		35	107	142	1	.....	4	7	39	54	.....	.....	7	.....	30	11	130		.70

* No report received.
† Four more institutes held. No report received.
‡ One more institute held. No report received.

TABLE XXII.—CONCLUDED.

Counties.	Number of teachers required to supply schools.	Number enrolled.			Kinds and grades of certificates held by members.										Number without experience in teaching.	Number having received normal instruction.	Average attendance each half day.	Number of legally qualified teachers in county.	Percentage of teachers in county attending institutes.
		Men.	Women.	Total.	State.	University.	Normal.	First.	Second.	Third.	Special.	College.	City.	Kindergarten.					
Menominee	155	7	82	89	.....	.....	.....	.....	14	36	1	.....	.....	.....	38	.....	67	168	.36
Midland	97	6	76	82	.....	.....	2	.....	17	24	3	.....	1	.....	34	7	44	96	.48
Missaukee	66	7	53	60	.....	.....	.....	2	20	30	.....	.....	.....	.....	8	5	53	82	.63
Monroe	170	23	103	126	1	.....	1	4	64	42	.....	.....	.....	.....	20	26	100	229	.48
Montcalm	201	24	88	112	.....	.....	5	.....	30	36	.....	.....	.....	.....	35	24	102	252	.28
Montmorency	31	8	34	42	1	.....	5	1	8	10	.....	1	.....	.....	14	5	34	37	.96
Muskegon	227	15	87	102	2	.....	4	3	39	31	4	.....	.....	.....	19	11	86	226	.36
Newaygo	142	14	78	92	.....	.....	8	4	38	33	.....	1	3	.....	7	17	85	132	.65
Oakland	297	37	163	200	2	3	16	5	74	35	1	1	5	.....	9	40	157	348	.55
Oceana	113	21	71	92	3	.....	.....	1	42	35	.....	.....	.....	.....	15	9	74	146	.55
Ogemaw	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	48	.....
Ontonagon	54	5	45	50	.....	.....	2	2	15	17	.....	.....	.....	.....	11	10	47	47	.76
‡Osceola	128	24	70	94	.....	.....	17	1	22	10	1	1	.....	.....	44	23	94	117	.44
		60	13	73	.....	.....	18	1	28	22	.....	1	.....	.....	3	.....	64		.59
Oscoda	14	6	14	20	.....	.....	.....	.....	3	7	.....	.....	.....	.....	10	.....	16	19	.52
Otsego	54	6	44	50	.....	.....	2	.....	5	20	1	.....	.....	.....	22	3	34	67	.41
Ottawa	227	38	109	147	6	3	4	9	76	22	3	4	6	.....	8	25	134	269	.49
		24	83	107	1	.....	2	4	41	31	.....	1	1	.....	22	7	91		.30
Presque Isle	47	14	30	44	.....	.....	3	2	15	18	.....	.....	.....	.....	6	9	95	45	.88
Roscommon	19	.....	18	18	.....	.....	.....	.....	4	6	.....	.....	.....	.....	8	.....	13	16	.62
Saginaw	408	33	118	150	4	.....	4	5	66	46	.....	.....	.....	.....	25	19	135	473	.26
St. Clair	277	19	195	214	2	.....	9	3	65	68	.....	.....	.....	.....	95	36	164	302	.48
		73	98	171	5	.....	5	2	53	75	1	.....	1	.....	.....	34	140		.46
St. Joseph	194	16	84	100	1	.....	2	2	35	35	2	.....	.....	.....	24	16	42	256	.30
Sanilac	183	40	63	103	2	.....	3	1	47	43	.....	.....	.....	.....	21	9	86	237	.40
Schoolcraft	53	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	42	.....
Shiawassee	208	10	100	110	.....	.....	4	.....	51	34	.....	.....	2	.....	19	13	65	195	.46
Tuscola	193	15	78	93	.....	.....	.....	1	45	27	.....	.....	.....	.....	21	4	57	188	.38
*Van Buren	223	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	289	.....
Washtenaw	307	7	103	110	.....	.....	.....	.....	40	69	.....	.....	1	.....	37	22	80	356	.30
§Wayne	1,282	65	248	313	7	9	83	16	99	62	2	4	2	.....	15	125	64	1,195	.22
		41	179	220	58	8	1	12	72	27	2	2	8	.....	22	188	106		.15
		77	153	230	47	.....	.....	21	67	46	.....	.....	.....	.....	15	95	72		.15
		50	36	86	.....	2	9	4	15	6	.....	1	.....	.....	.....	16	.....		.21
Wexford	129	13	57	70	1	.....	.....	2	12	28	.....	.....	.....	.....	27	2	38	168	.25

* No report received. ‡ One more institute held. No report received. § Three more institutes held. No report received.

TABLE XXIII.

County boards of school examiners for 1901–02.

(The first named in each county is commissioner.)

County.	Name.	Address.	Occupation.
Alcona	W. H. Sanborn	Harrisville	Teacher.
	E. G. Holmes	Lodge	Teacher.
	Margarett Chappell	Harrisville	Teacher.
Alger	Flora McLachlan	Grand Marais	Ass't P. M.
	S. H. Ostrander	Grand Marais	Teacher.
	E. J. Warren	Grand Marais	Teacher.
Allegan	J. E. McDonald	Allegan	Teacher.
	Nellie L. Wilder	Otsego	Teacher.
	R. M. Sprague	Overisel	Teacher.
Alpena	James A. Case	Alpena	Farmer.
	Egbert H. Fox	Long Rapids	Teacher.
	Fred P. Smith	Alpena	Student.
Antrim	H. M. Coldren	Bellaire	Teacher.
	George E. Cabanis	Bellaire	Farmer.
	John Hawley	East Jordan	Farmer.
Arenac	Julia A. Inglis	Sterling	
Baraga	M. J. McKanna	Baraga	Teacher.
	Kate Curry	L'Anse	Teacher.
	Helen O'Connor	L'Anse	Teacher.
Barry	J. C. Ketcham	Hastings	Teacher.
	E. J. Edger	Hastings	Teacher.
	D. N. Stowell	Woodland	Farmer.
Bay	C. W. Hitchcock	Bay City	Lawyer.
	W. A. Collins	West Bay City	Lawyer.
	John B. Laing	Munger	Teacher.
Benzie	M. S. Gregory	Benzonia	Teacher.
	Lillian Jaquith	Benzonia	Teacher.
	Lewis Wood	Frankfort	Teacher.
Berrien	C. D. Jennings	St. Joseph	Teacher.
	W. H. Marsh	Coloma	Teacher.
	J. D. Carmody	Berrien Springs	Teacher.
Branch	M. W. Wimer	Coldwater	Teacher.
	P. B. Wessel	Batavia	Teacher.
	E. A. Hurley	Coldwater	Teacher.
Calhoun	Ernest Burnham	Marshall	Teacher.
	F. D. Miller	Burlington	Teacher.
	A. J. Flint	Homer	Teacher.
Cass	W. H. C. Hale	Cassopolis	Teacher.
	John Finley	Dowagiac	Teacher.
	C. N. Brudy	Edwardsburg	Teacher.
Charlevoix	A. W. Chew	Bayshore	Farmer.
	H. E. Bell	Boyne	Teacher.
	J. M. Tice	Charlevoix	Teacher.
Cheboygan	E. W. Baker	Cheboygan	
	John F. Chambers	Cheboygan	Teacher.
	J. J. Bryant	Cheboygan	Teacher.
Chippewa	T. R. Easterday	Sault Ste. Marie	Preacher.
	T. B. Aldrich	Bay Mills	Teacher.
	D. W. McLean	Detour	Teacher.
Clare	A. H. Aldrich	Clare	
	Chas. Stahl	Harrison	
	D. A. Barber	Farwell	
Clinton	T. H. Townsend	St. Johns	
	E. M. Plunkett	Ovid	Ins. agent.
	E. J. Leddick	Fowler	Teacher.

TABLE XXIII.—CONTINUED.

County.	Name.	Address.	Occupation.
Crawford	Flora Marvin	Grayling	
	J. E. Bradley	Grayling	Teacher.
	Isabel Cobb	Frederic	Farmer.
Delta	P. R. Legg	Gladstone	Teacher.
	William J. Miller	Masonville	Teacher.
	Rose Headstin	Escanaba	Teacher.
Dickinson	E. L. Parmenter	Iron Mountain	Teacher.
	L. E. Amidon	Iron Mountain	Teacher.
	E. P. Frost	Norway	Teacher.
Eaton	J. L. Wagner	Charlotte	Teacher.
	F. A. Teidgen	Vermontville	Teacher.
	Cynthia Green	Charlotte	Teacher.
Emmet	H. S. Babcock	Harbor Springs	Editor.
	E. O. Botsford	Petoskey	Teacher.
	H. N. Crandall	Van	Teacher.
Genesee	John H. Tyler	Flint	Teacher.
	Chas. M. Elliott	Davison	Teacher.
	W. W. Blackney	Linden	Teacher.
Gladwin	F. E. Armstrong	Gladwin	Teacher.
	P. F. McCormick	Gladwin	Teacher.
	J. E. Tobin	Gladwin	Teacher.
Gogebic	L. L. Wright	Ironwood	Teacher.
	W. S. Prince	Bessemer	Banker.
	J. S. McElligott	Wakefield	Teacher.
Grand Traverse	Nettie C. Gray	Traverse City	Teacher.
	W. A. White	Fife Lake	Insurance.
	Mrs. Addie Gibbs	Mayfield	Bookkeeper.
Gratiot	C. F. Pike	Ithaca	Teacher.
	W. E. Hanson	Alma	Teacher.
	Howard Potter	Ithaca	Teacher.
Hillsdale	Chas. P. Hulce	Hillsdale	Teacher.
	D. L. Clark	Frontier	Teacher.
	H. L. Howe	Hillsdale	Insurance.
Houghton	Wm. Bath	Houghton	Clerk.
	Fred A. Jeffers	Atlantic Mine	Teacher.
	A. E. Peterman	Calumet	Lawyer.
Huron	David Kaercher	Sebewaing	Teacher.
	Edward Baskin	Ubly	Farmer.
	C. F. Hey	Kilmanaugh	Teacher.
Ingham	A. G. Wilson	Mason	Teacher.
	L. C. Mixter	Okemos	Teacher.
	Geo. W. Harvey	Williamston	Teacher.
Ionia	L. A. Burhans	Ionia	Teacher.
	C. L. Bemis	Ionia	Teacher.
	A. J. Dann	Lake Odessa	Teacher.
Iosco	J. A. Campbell	Whittemore	Teacher.
	C. M. Jansky	Au Sable	Teacher.
	W. H. Hartley	Siloam	Teacher.
Iron	John F. Mason	Amasa	
	Geo. D. Crippen	Iron River	Merchant.
	James J. Gaffney	Crystal Falls	Bookkeeper.
Isabella	H. A. Graham	Mt. Pleasant	Teacher.
	A. J. Armstrong	Mt. Pleasant	Teacher.
	B. F. Duffy	Blanchard	Teacher.
Jackson	F. E. Schall	Jackson	Teacher.
	F. H. Brown	Brooklyn	Teacher.
	G. R. Cain	Hanover	Teacher.
Kalamazoo	J. W. Hazard	Kalamazoo	Teacher.
	E. C. Hambleton	Galesburg	Teacher.
	J. H. McLaughlin	Kalamazoo	Teacher.
Kalkaska	Irene L. Getty	Kalkaska	Teacher.
	A. T. Woolpert	Rapid City	Teacher.
	W. S. Merrill	Kalkaska	Surveyor.
Kent	A. R. Zimmer	Grand Rapids	Teacher.
	C. M. Ferner	Grandville	Teacher.
	A. M. Freeland	Grand Rapids	Teacher.

TABLE XXIII.—CONTINUED.

County.	Name.	Address.	Occupation.
Keweenaw	F. M. Bradshaw	Central Mine	Teacher.
	C. Chrysler	Copper Falls	Teacher.
	Jas. Hamilton	Allouez	Teacher.
Lake	E. G. Johnson	Luther	.....
	.....	.....	.....
	.....	.....	.....
Lapeer	W. F. Laughlin	Lapeer	Teacher.
	C. H. Naylor	Imlay City	Teacher.
	O. LaBounty	North Branch	Teacher.
Leelanau	J. O. Duncan	Sutton's Bay	.....
	E. F. Carr	Empire	Teacher.
	F. R. Davis	Sutton's Bay	Teacher.
Lenawee	M. W. Hensel	Blissfield	Teacher.
	M. B. Collins	Addison	Teacher.
	J. C. Howell	Blissfield	Editor.
Livingston	N. C. Knoolhuizen	Fowlerville	Teacher.
	D. Kelleher	Fenton	Teacher.
	Jas. Stackable	Hartland	Teacher.
Luce	Eva Beurman	Munising	Teacher.
	W. L. Hays	Newberry	Minister.
	A. D. DeWitt	Newberry	Teacher.
Mackinac	E. J. Lachance	St. Ignace	Teacher.
	J. J. Thompson	St. Ignace	B'g h'se k'p'r.
	W. J. Fessant	Gould City	Clerk.
Macomb	O. D. Thompson	Mt. Clemens	Teacher.
	S. C. Price	Mt. Clemens	Printer.
	A. E. Millett	Utica	Teacher.
Manistee	H. J. Leighton	Bear Lake	Teacher.
	M. S. Howes	Copemish	Farmer.
	Geo. Cook	Bear Lake	Minister.
Marquette	F. D. Davis	Marquette	Teacher.
	D. B. Waldo	Marquette	Teacher.
	J. F. Walker	Republic	Teacher.
Mason	C. A. Rinehart	Ludington	Teacher.
	Iva Downing	Ludington	Teacher.
	F. A. Ewald	Custer	Teacher.
Mecosta	A. B. Lightfoot	Big Rapids	Teacher.
	C. R. Foster	Ann Arbor	Teacher.
	Don Harrington	Big Rapids	Teacher.
Menominee	Jesse Hubbard	Menominee	Teacher.
	C. M. Case	Hermansville	Acc'tant.
	L. E. Bentley	Stephenson	Teacher.
Midland	Jas. H. Mustard	Midland	Teacher.
	Wm. H. Buck	Coleman	Teacher.
	G. L. Jenner	Midland	Teacher.
Missaukee	E. S. Hall	Lake City	.....
	.....	.....	.....
	.....	.....	.....
Monroe	A. C. Marvin	Monroe	.....
	J. J. Kelly	Temperance	Teacher.
	John Wallace	Monroe	Student.
Montcalm	Eugene Straight	Stanton	Teacher.
	A. M. Colegrove	Coral	Teacher.
	J. E McCloskey	Stanton	Teacher.
Montmorency	S. H. Knisely	Hillman	Teacher.
	Mrs W. D. Rice	Big Rock	Teacher.
	Etta Brennan	Atlanta	Teacher.
Muskegon	H. B. Carr	Whitehall	Teacher.
	D. A. Seaman	Whitehall	Printer.
	N. R. Dryer	Holton	Teacher
Newaygo	A. Gordon Dye	White Cloud	Teacher.
	Carrie Carter	Newaygo	Teacher.
	John Harwood	White Cloud	Lawyer.
Oakland	H. S. Elliott	Oxford	Teacher.
	H. S. Gardner	Royal Oak	Teacher.
	S. H. Westcott	Ortonville	Teacher.

TABLE XXIII.—CONCLUDED.

County.	Name.	Address.	Occupation.
Oceana	Vesta B. Smith	Shelby	Teacher.
	Alfred Sundell	Shelby	Teacher.
	R. C. Fisher	Hart	Merchant.
Ogemaw	H. Bennett	West Branch	Teacher.
	H. S. Karcher	Rose City	Teacher.
	E. A. Woughter	West Branch	Merchant.
Ontonagon	A. C. Adair	Rockland	Teacher.
	F. A. Stiles	Victoria Mine	Teacher.
	Ella Chamberlain	Ontonagon	Teacher.
Osceola	J. H. Thompson	Evart	Teacher.
	Geo. F. Roxburg	Evart	Teacher.
	M. Jerome	Le Roy	Teacher.
Oscoda	Sim J. Lewis	Mio	Teacher.
	Ethel Crawford	Red Oak	.....
	Lucy Finch	Mio	Teacher.
Otsego	R. D. Bailey	Gaylord	Teacher.
	F. J. Shipp	Gaylord	Teacher.
	Mrs. C. G. Martindale	Gaylord	H'sek'p'r.
Ottawa	Louis P. Ernst	Coopersville	Teacher.
	N. R. Stanton	Forest Grove	Teacher.
	Leonard Reus	Borculo	Teacher.
Presque Isle	Edward Erskine	Rogers City	Physician.
	Theo. Hardis	Metz	Merchant.
	C. Ismuger	Rogers City	Druggist.
Roscommon	E. G. Payne	Roscommon	Druggist.
	Mrs. Verna Gibbons	Roscommon	Teacher.
	Adelia McCrea	Roscommon	Teacher.
Saginaw	John C. Nafe	Saginaw	Teacher.
	J. B. Griffin	Carrollton	Teacher.
	J. E. McDonald	Saginaw	Teacher.
St. Clair	R. S. Campbell	Port Huron	Teacher.
	W. F. Lewis	Port Huron	Teacher.
	E. T. Blackney	Capac	Teacher.
St. Joseph	L. E. Miller	Centerville	Teacher.
	J. W. McLauchlin	Sturgis	Teacher.
	Geo. F. De Long	Three Rivers	Teacher.
Sanilac	Chas. G. Putney	Sanilac Center	Teacher.
	J. H. Hands	Sanilac Center	Teacher.
	F. J. Kemp	Sanilac Center	Teacher.
Schoolcraft	Beulah Morseman	Manistique	Teacher.
	C. W. Dunton	Manistique	Lawyer.
	W. T. Cornell	Manistique	Teacher.
Shiawassee	O. L. Bristol	Corunna	Teacher.
	Stella E. Potter	Bancroft	Teacher.
	H. E. Slocum	Vernon	Teacher.
Tuscola	H. P. Bush	Caro	Teacher.
	J. F. Goodrich	Tuscola	Teacher.
	F. D. Cartwright	Akron	Teacher.
Van Buren	E. A. Aseltine	Paw Paw	Teacher.
	R. S. Howland	Decatur	Merchant.
	E. Schoolcraft	Kendall	Teacher.
Washtenaw	C. E. Foster	Ann Arbor	.....
	M. J. Cavanaugh	Ann Arbor	Lawyer.
	D. R. Hoppe	Chelsea	Lawyer.
Wayne	E. W. Yost	Detroit	Teacher.
	Frank Cody	Delray	Teacher.
	Wm. Lightbody	Detroit	Teacher.
Wexford	C. C. Siemons	Sherman	Teacher.
	J. H. Kaye	Cadillac	Teacher.
	A. J. Chappell	Manton	Teacher.

TABLE XXIV.

General statistics of educational institutions compiled from reports of officers for the academic year 1901–1902.

Name of institution.	Location.	Name of president, superintendent, or principal.	Date of organization.	Number of instructors.	Number of students or inmates during the year.	Number of students from Michigan.	Number of graduates at last commencement.	Whole number of graduates since founded.	Number of volumes in library.	Number of volumes added to library during year.
ESTABLISHED BY ACTS OF LEGISLATURE.										
Educational:										
Central State Normal School	Mt. Pleasant	Charles T. Grawn	1896	27	500	490	75	300	5,500	700
Michigan Agricultural College	Lansing	J. L. Snyder	1857	58	689	653	59	917	22,076	753
Michigan College of Mines	Houghton	F. W. McNair	1885	16	197	122	24	202	17,052	910
Michigan State Normal College	Ypsilanti	E. A. Lyman	1849	54	1,290	1,250	273	4,392	23,000	1,500
Northern State Normal School	Marquette	Dwight B. Waldo	1899	14	210	203	18	21	5,000	.....
University of Michigan	Ann Arbor	James B. Angell	1837	248	3,709	2,162	776	18,565	166,378	10,854
Totals				417	6,595	4,880	1,225	24,397	240,006	14,717
Charitable:										
Industrial Home for Girls	Adrian	Lucy M. Sickels	1879	33	550	550	.....	.....	1,853	246
Industrial School for Boys	Lansing	J. E. St. John	1855	*58	1,047	.....	.....	.....	1,500	300
School for the Blind	Lansing	Warren C. Hull	.....	.....	.....	.....	.....	.....	.....	.....
School for the Deaf	Flint	F. D. Clarke	1854	46	428	427	16	1,322	4,012	279
State Public School	Coldwater	J. B. Montgomery	1874	*13	†166	.....	.....	‡1,247	2,388	.....
Totals				150	2,191	977	16	2,569	9,753	825
INCORPORATED UNDER ACT 39, LAWS OF 1855.										
Denominational Colleges:										
Adrian College	Adrian	David Jones	1859	15	131	85	13	523	6,735	285
Albion College	Albion	Samuel Dickie	1861	26	425	396	67	568	14,398	714

* Including employes.
† Received during year.
‡ Self-supporting.

TABLE XXIV.—CONCLUDED.

Name of institution.	Location.	Name of president, superintendent, or principal.	Date of organization.	Number of instructors.	Number of students or inmates during the year.	Number of students from Michigan.	Number of graduates at last commencement.	Whole number of graduates since founded.	Number of volumes in library.	Number of volumes added to library during year.
Denominational Colleges—Con.										
Alma College	Alma	A. F. Bruske	1887	22	244	235	7	73	17,853	1,000
Detroit College	Detroit	James D. Foley	1881	14	215	215	6	253	12,100	.....
Emmanuel Missionary College	Berrien Springs	E. A. Sutherland	1899	17	190	36	.....	.....	5,000	200
Hillsdale College	Hillsdale	Joseph W. Mauck	1855	15	310	216	18	1,005	10,816	898
Hope College	Holland	Gerrit J. Kollen	1866	14	206	152	15	300	15,000	.....
Kalamazoo College	Kalamazoo	A. Gaylord Slocum	1855	14	222	197	23	324	7,116	132
Olivet College	Olivet	Willard G. Sperry	1859	22	261	231	23	550	28,000	502
Totals				159	2,204	1,763	172	3,596	112,018	3,731
Academies and Seminaries:										
Academy of the Ladies of the Loretto	Sault Ste. Marie	M. M. Eucheria	1898	7	110	95	5	6	950	50
Academy of the Sacred Heart	Detroit	Anna S. Hutton	1850	12	63	63	.....	.....	3,040	40
Academy of the Sacred Heart	Grosse Pointe	Madame Isabelle Gavin	1885	15	60	40	4	56	1,600	50
Akeley Institute	Grand Haven	George D. Gillespie	1889	10	31	22	.....	57	1,015	15
Benzonia College	Benzonia	Chas. W. Dunn	1900	6	92	91	2	6	6,000	.....
Detroit Home and Day School	Detroit	Jeannette M. Liggett	1882	27	326	316	20	256	2,000	75
Detroit Seminary	Detroit	Mrs. E. F. Hammond Miss L. C. Browning	1859	12	120	113	9	209	3,000	.....
Detroit University School	Detroit	Russell A. Alger	1901	24	291	276	17	43	1,553	284
Holy Rosary Academy	Essexville	Sister M. Gonsalva	1892	4	44	40	1	7	390	40
Michigan Female Seminary	Kalamazoo	John Gray	1855	9	86	80	16	.....	2,500	100
Michigan Military Academy	Orchard Lake	Harris A. Wheeler	1877	9	118	45	36	388	8,000	200
Nazareth Academy	Nazareth	Sister M. Anthony Nolan	1897	12	52	43	.....	2	5,320	20
Raisin Valley Seminary	Adrian	Jay Hoag	1855	5	67	65	2	162	805	300
St. Mary's Academy	Monroe	Mother M. Mechtildis	1890	22	258	204	9	101	3,449	122
St. Mary's School	Sault Ste. Marie	.....	.....	.....	.....	.....	.....	.....	.....	.....
Seminary of the Felician Sisters	Detroit	M'th'r Cajetana Jankiewicz	1882	8	75	9	7	108	1,655	13
Spring Arbor Seminary	Spring Arbor	W. B. Olmstead	1873	5	102	76	8	164	600	3
Theological School Christian Reformed Church	Grand Rapids	Rev. G. E. Boer	1878	7	76	52	11	94	1,500	200
Ursuline Academy	St. Ignace	Mother M. Angela	1899	6	115	114	2	3	700	100
Totals				200	2,086	1,744	149	1,662	44,077	1,612

Professional Schools:										
Detroit College of Law	Detroit	Philip T. Van Zile	1893	20	186	168	55	333	11,000	.....
Detroit College of Medicine	Detroit	S. D. Miller	1868	.....	.....	.....	.....	.....	1,200	15
Department of Dental Surgery	.....	.....	.....	28	114	67	45	.....	.....	.....
Medicine	.....	.....	.....	66	242	103	48	.....	.....	.....
Pharmacy	.....	.....	.....	8	40	29	19	.....	.....	.....
Detroit Homeopathic College	Detroit	C. C. Miller	1874	30	45	27	6	16	.....	.....
Grand Rapids Medical College	Grand Rapids	Clarence H. White	1897	22	48	42	19	49	250	30
Michigan College of Medicine and Surgery	Detroit	Hal C. Wyman	1888	28	58	47	13	310	5,000	.....
Saginaw Valley Medical College	Saginaw	L. W. Bliss	1896	30	100	74	41	135	.....	.....
Sprague Correspondence School of Law	Detroit	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals				232	833	557	246	843	17,450	45
Schools with Normal and Business Course:										
Armstrong Business School	Hillsdale	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bay City Business College	Bay City	R. R. Lane	1898	6	265	260	5	12	20	.....
Benton Harbor College	Benton Harbor	G. J. Edgcumbe	1892	14	346	284	22	268	1,000	106
Cedar Lake Industrial Academy	Cedar Lake	Sylvester M. Butler	1903	5	44	41	.....	2	150	.....
Cleary's Business College	Ypsilanti	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fenton Normal School and Commercial College	Fenton	S. F. Browne	1898	6	198	196	9	66	840	522
Ferris Institute	Big Rapids	Woodbridge N. Ferris	1884	15	1,600	1,540	66	416	839	30
Grand Rapids Business University	Grand Rapids	Aaron S. Parish	1897	6	226	224	.....	.....	.....	.....
International Business College	Saginaw	F. H. Harper	1896	6	308	.....	8	31	.....	.....
Jackson Business University	Jackson	Cyrus W. Field	1901	5	200	195	37	37	.....	.....
Lansing Business University	Lansing	H. J. Beck	1897	4	119	116	8	20	.....	.....
Ludington Business College	Ludington	W. H. Martindill	1898	2	87	87	28	.....	90	5
Michigan Business and Normal College Company	Battle Creek	.....	.....	.....	.....	.....	.....	.....	.....	.....
Three Rivers Business Acad'my and Normal School	Three Rivers	Charles H. Sage	1899	4	120	120	.....	.....	260	20
Totals				73	3,513	3,063	183	852	3,190	683

TABLE XXV.

Financial statistics of educational institutions compiled from reports of officers for the academic year 1901-1902.

Name of institution.	Annual cost of tuition per student.	Average cost of board per week.	Total average annual cost to each student.	Total aver. annual cost of each student to the State.	Estimated value of grounds, buildings, library, apparatus, etc.	Amount of productive funds.	Income from productive funds.	Amount of legislative appropriation for 1901.	Receipts from tuition fees during the year.	Receipts from all other sources.	Current expenses for the year.	Expenses for permanent improvement.	Liabilities.
ESTABLISHED BY ACTS OF LEGISLATURE.													
Educational:													
Central State Normal School	$70 00	$2 00	$150 00	$70 00	$100,000 00	.....	.....	$35,000 00	$2,200 00	.....	$37,200 00	$48,000 00	.....
Michigan Agricultural College	*15 00	2 10	135 25	.....	627,152 27	$915,454 43	$64,081 81	100,000 00	385 00	$143,279 94	143,668 78	6,304 75	.....
Michigan College of Mines	25 00 * 150 00	5 00	450 00 * 575 00	219 92	352,080 38	.....	.....	43,325 00	11,685 00	8,558 50	63,568 50	82,500 00	.....
Michigan State Normal College	9 00	2 00	150 00	56 28	336,813 52	.....	5,188 14	.....	7,878 50	1,455 50	88,334 22	22,261 94	.....
Northern State Normal School	9 00	3 75	175 00	131 57	95,000 00	.....	.....	27,630 00	998 00	2,000 00	28,628 00	35,000 00	.....
University of Michigan	55 00	5 00	350 00	109 00	2,200,000 00	545,946 00	38,500 00	403,525 00	196,424 00	141,165 23	543,834 79	114,329 36	$7,300 00
Charitable:													
Industrial Home for Girls	70	.....	.....	106 79	230,049 63	.....	.....	85,925 00	.....	4,147 98	55,488 50	23,969 25	.....
Industrial School for Boys	.....	.....	.....	109 70	307,425 00	.....	.....	70,000 00	.....	7,642 57	75,577 81	31,000 00	.....
School for the Blind	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
School for the Deaf	42 50	1 12	.....	199 33	518,134 27	.....	.....	79,500 00	.....	10,292 65	87,179 61	11,758 00	.....
State Public School	.....	65	.....	27 00	250,000 00	.....	.....	32,500 00	.....	.....	32,500 00	28,618 43	.....
INCORPORATED UNDER ACT 39, LAWS OF 1855.													
Denominational Colleges:													
Adrian College	45 00	3 50	175 00	.....	125,000 00	40,269 36	2,840 81	.....	9,141 71	13,225 11	22,101 75	.....	36,449 00
Albion College	24 00	2 10	160 00	.....	200,000 00	260,000 00	14,421 00	.....	15,090 95	21,000 00	41,000 00	.....	92,000 00
Alma College	32 00	2 25	145 00	.....	177,865 00	224,701 00	13,022 00	.....	5,650 00	55,146 00	17,782 00	12,045 00	17,274 78
Detroit College	60 00	†	.....	.....	170,000 00	.....	.....	.....	7,248 25	.....	15,573 19	.....	47,740 11
Emmanuel Missionary College	30 00	1 50	90 00	.....	35,000 00	.....	26,000 00	.....	1,918 48	3,135 96	4,354 44	.....	3,500 00
Hillsdale College	23 50	2 75	175 00	.....	116,972 14	161,943 14	8,657 17	.....	1,680 00	1,882 36	12,327 43	.....	.....
Hope College	18 00	2 00	155 00	.....	85,000 00	255,141 20	14,460 40	.....	1,961 50	4,002 09	20,736 96	.....	312 87
Kalamazoo College	30 00	2 25	185 00	.....	125,000 00	259,535 67	15,420 79	.....	6,572 00	1,557 78	21,263 97	41,051 01	.....
Olivet College	40 00	2 25	200 00	.....	200,000 00	125,000 00	7,672 40	.....	14,065 75	.....	36,864 00	.....	.....
Academies and Seminaries:													
Academy of the Ladies of the Loretto	20 00	3 50	130 00	.....	.....	.....	.....	.....	.....	.....	.....	250 00	8,000 00

Academy of the Sacred Heart	60 00	†							3,000 00		3,000 00	1,000 00	
Academy of the Sacred Heart			350 00									1,500 00	
Akeley Institute			300 00		40,000 00	3,000 00	180 00				6,500 00	300 00	10,500 00
Benzonia College	25 00	2 00	125 00		12,300 00				805 00	1,611 00	3,310 00	58 00	757 00
Detroit Home and Day School	70to160 00	12 00			65,000 00				37,759 28	23,595 10	57,500 26	1,285 84	
Detroit Seminary	60to120 00	12 00	425 00		‡ 6,000 00				11,000 00	2,000 00	11,000 00	500 00	
Detroit University School	90to650 00				‡ 14,200 00				42,974 96	24,903 00	42,404 47	4,913 00	8,950 28
Holy Rosary Academy	100 00	2 50	100 00		12,000 00				4,400 00	800 00	3,900 00	250 00	
Michigan Female Seminary	60 00	1 50	225 00		100,000 00				16,000 00	3,000 00	19,000 00	2,500 00	15,000 00
Michigan Military Academy	§ 450 00		600 00		300,000 00								
Nazareth Academy	120 00	3 33	120 00		70,000 00				5,500 00	5,000 00	5,000 00	5,000 00	30,000 00
Raisin Valley Seminary	20 00	2 00	100 00		10,000 00	17,500 00	907 50		518 00	550 00	2,823 56	300 00	150 00
St. Mary's Academy	20 00	3 30	132 00		98,487 00				28,816 64	2,440 03	27,725 23	679 83	
St. Mary's School													
Seminary of the Felician Sisters	80 00	1 50	90 00		59,000 00				3,600 00	1,000 00	3,600 00	3,500 00	3,000 00
Spring Arbor Seminary	20 00	2 15	100 00		8,000 00	5,000 00	250 00		1,500 00	500 00	1,450 00		400 00
Theological School, Christian Reformed Church	26 00	3 25	250 00		37,000 00		8,049 05		1,820 00		8,912 05		8,500 00
Ursuline Academy	5 00	2 50	120 00		10,000 00				1,800 00	400 00	1,200 00	50 00	900 00
Professional Schools:													
Detroit College of Law	60 00	†			30,000 00	5,767 86	1,381 33		10,521 49		8,953 80	30,000 00	7,500 00
Detroit College of Medicine													
Department of Dental Surgery	60 00	4 00	90 00										
Medicine	65 00	4 00	110 00		110,000 00				36,205 66	13,752 42	47,364 12	1,000 00	40,000 00
Pharmacy	40 00	4 00	75 00										
Detroit Homeopathic College	90 00	2 50	200 00		50,000 00				3,000 00	8,000 00	2,500 00	12,000 00	15,000 00
Grand Rapids Medical College	85 00	4 00	215 00		33,000 00				2,892 00	300 00	2,505 53	300 00	1,600 00
Michigan College of Medicine and Surgery	85 00	4 00	565 00		50,000 00				3,190 00	745 00	800 00	4,256 80	
Saginaw Valley Medical College	90 00	3 25	200 00		40,000 00				8,925 00		8,527 00	300 00	
Sprague Correspond'nce School of Law													
Schools with Normal and Business Course:													
Armstrong Business School													
Bay City Business College	61 00	3 00	223 00		3,800 00				6,265 41	1,454 11	4,729 86	321 48	
Benton Harbor College	42 00	2 75	125 00						4,520 00		3,000 00	600 00	
Cleary's Business College													
Fenton Normal School and Commercial College	75 00	2 25			8,000 00				2,855 75	2,165 76	3,274 55	123 90	1,000 00
Ferris Institute	37 80	2 25	169 80		50,000 00				27,115 21		20,511 33	16,895 26	7,000 00
Grand Rapids Business University	90 00	3 50	105 00		8,000 00				5,684 91	353 09	5,777 12		

* Non-residents.
‡ Library, apparatus, etc.
† No boarders.
§ Includes board and washing.

TABLE XXV.—CONCLUDED.

Name of institution.	Annual cost of tuition per student.	Average cost of board per week.	Total average annual cost to each student.	Total aver. annual cost of each student to the State.	Estimated value of grounds, buildings, library, apparatus, etc.	Amount of productive funds.	Income from productive funds.	Amount of legislative appropriation for 1901.	Receipts from tuition fees during the year.	Receipts from all other sources.	Current expenses for the year.	Expenses for permanent improvement.	Liabilities.
INCORPORATED UNDER ACT 39, LAWS OF 1855.													
Schools with Normal and Business Course:													
Gutchess School													
International Business College	$75 00	$3 00	$250 00						$8,554 74	$914 85	$6,354 19	$600 00	
Jackson Business University	80 00	2 50	275 00		$4,000 00				4,081 26	466 55	2,318 86	600 00	$1,100 00
Lansing Business University	81 00	3 00	250 00						3,159 50		2,840 00	326 50	
Ludington Business College	35 00	2 50	125 00		3,000 00				1,343 76		425 00	125 00	300 00
Michigan Business and Normal College Company													
Three Rivers Business Academy and Normal School	34 00	2 50	124 00		10,000 00				1,200 00	850 00	2,000 00	875 00	3,000 00
Cedar Lake Industrial Academy	48 00	1 23	150 00		8,200 00					[1] 1,107 69	[1] 433 00	[1] 1,438 00	

[1] For one-half year since organized.

TABLE XXVI.

Special statistics compiled from commissioner's reports.

Counties.	Parochial schools.							
	Number of schools.	Number of children enrolled.	Ages of same.	Branches taught.	Character of instruction.	Number of instructors.	Regularity of attendance.	Length of time of school.
Allegan	3	130	5 to 14	Catechism and common branches	Poor	4	Poor	6 mos.
Alpena	3	960	6 to 16	All branches in eighth grade	Good	15	Fair	10 mos.
Bay	8	500	Under 12			12		3 to 10 mos.
Berrien	3	250	Under 13	Nearly all German	Poor	3	Poor	5 mos.
Branch	2	170	5 to 20	Music, drawing, manual training and German	Good	5	60%	4 to 9 mos.
Calhoun	3	325	5 to 15	Common branches	Good	12	Excellent	9 mos.
Cass	1	15	5 to 20	Common branches and Adventist religion		1	Good	9 mos.
Cheboygan	4	350	5 to 20	Music, drawing, sectarian instruction	Good	8	Good	7 to 10 mos.
Chippewa	2	400	5 upwards	Twelve grades, same as city schools	Good	14	Poor	10 mos.
Clinton	2	409	6 to 14	Common and catechism, bible history	Good	9	90%	10 mos.
Delta	2	600	4 to 18	Common branches and English and French	Good	10	Good	9 mos.
Dickinson	1	225	6 to 14	Common branches and catechism, bible history				
Emmet	2	350	5 to 20	Same as public schools to eighth grade	Good	7	Good	10 mos.
Genesee	1	30	5 to 10	Primary and religious		4	Good	10 mos.
Gogebic	1	500	5 to 18	Same as public schools	Secular and relig	12	Good	10 mos.
Grand Traverse	1	185	7 to 17	Common, bible history, catechism	Good	5	Very good.	9 mos.
Gratiot	1	14	5 to 17	All and bible study	Adventist, fair	1	Good	9 mos.
Houghton	4	2,005	5 to 21	Same as ten grades, public school	Very good	40	Very good.	10 mos.
Huron	10	775	6 to 14	Common, except physiology	Mostly by rote	12	Poor	10 mos.
Ionia	5	400	5 to 20	Common, church history, Catholic		10	Good	9 mos.
Iosco	2	110	5 to 14	Arith., reading, grammar, geography, music, writing	Lutheran	2	Fair	9 mos.
Isabella	2	350	5 to 16	All common branches	Catholic	6	Good	9 mos.
Kalamazoo	1	450	6 to 14	Common branches to eighth grade	Good			
Kent	2	90	5 to 12	Common branches	Religious	1		6 mos.
Leelanau	3	300		Regular eighth and twelfth grade work	Catholic	7	Good	8 and 10 mos.
Lenawee	7	500	5 to 20			10		8 mos.
Mackinac	1			Catholic convent				
Manistee	8	1,510	4 to 16	Common branches and religious	Good	24	75%	9 to 10 mos.
Marquette	3	1,000	5 to 20	Common branches		20		10 mos.

TABLE XXVI.—CONTINUED.

Counties.	Parochial schools,							
	Number of schools.	Number of children enrolled.	Ages of same.	Branches taught.	Character of instruction.	Number of instructors.	Regularity of attendance.	Length of time of school.
Mason	4	415	5 to 10	Common branches, religion, German Polish	Very good			
Mecosta	4	45	6 to 14	Catholic catechism	Good	4		4 mos.
Monroe	8	500	6 to 12	Common branches and German	Good	20	Good	10 mos.
Montcalm	1	18		Same as eight grades in public schools	Good	1		
Muskegon	6	8,000	5 to 17	Common branches to ninth grade	Good	25	Good	10 mos.
Oakland	1	180	5 to 19	Common branches	Religious	6	Good	10 mos.
Oceana	1	257	6 to 15	Same as public school	Chiefly German	1	Fair	8 mos.
Osceola	2	100	6 to 18	Same as public school, German, religious		2		3 mos.
Otsego	1	50	6 to 12	Same as public school and religion	Catholic	1	Poor	10 mos.
Ottawa	2	175	12 to 14	State Normal course	Excellent	4	Good	9 to 10 mos.
Presque Isle	1	200	5 to 18	Reading, writing, arithmetic, grammar and spelling	Catholic	3	150 daily	8 mos.
Saginaw	20	2,300	6 to 13	Same as public school and catechism	Good	90		
St. Clair	6	1,080	12 to 16	Ch'ch hist., catech'm, read'g, gram., arith., geog., writ.	Poor	25		9 mos.
Sanilac	6	Small school		Elementary kept up until confirmation				
Shiawassee	2	30				3		
Tuscola	8	250	7 to 14			8	Fair	4 mos.
Van Buren	1	50	5 to 18	Common, catechism and German	Secular and relig			
Washtenaw	6	175	8 to 14	German	Religious	9		4 mos.
Wayne	62	16,134		English part of day	Below standard			7 mos.

TABLE XXVI.—CONCLUDED.

Counties.	Private schools.						
	Number of schools.	Number of students.	Branches taught.	Character of instruction.	Number of instructors.	Length of time of school.	Name and location of each school.
Benzie	1	50	College preparatory and academic	Christian	6	9 mos.	Benzie Academy.
Cheboygan	1	12	Common		1	5 mos.	"Bungtown Academy" three miles from Trowbridge.
Gratiot	1		All preparatory branches	"Professional"	10	9 mos.	Acad'mic in conn'ction with Alma Col.
Ionia	1	60	Normal and high school	Very good	4	12 mos.	Clarksville Seminary.
Lenawee	1		Same as public schools	Good		10 mos.	St. Joseph's Academy, Adrian.
Muskegon	1	26	Same as high school	Good	1	9 mos.	French Catholic, Muskegon
Oakland	1	5 to 25	English and preparatory for confirmation	Religious	1		German Lutheran, Clarenceville.
St. Clair	1	15 to 20	English branches for eight grades	Good	1	10 mos.	Miss Coyles', Port Huron.
St. Joseph	1	75	Commercial and normal	Good	2	12 mos.	Three Riv'rs Norm'l Sch. and Bus. Col.
Shiawassee	1	30	Required for county certificate	Fair	2	10 or 12 mos.	Owosso.
	Commercial schools.						
Alpena	1	125	Com. course, stenography, typewriting, telegraphing	Individual	4	12 mos.	Alpena B. C.
Cheboygan			(Temporary school.)				
Chippewa	1	8	All commercial subjects	Individual	3	12 mos.	Sault Ste. Marie.
Clinton	1	40	All commercial subjects	Very good	1	10 mos.	St. Johns.
Delta	1		Typewriting, etc		1		Escanaba.
Genesee	1	15 to 20	Typewrit., bookkeep., comp., spell., arith., penmanship		3	12 mos.	Bliss at Flint.
G'd Traverse	1	50	All commercial branches, English, shorthand	Good	3	48 wks.	Traverse City.
Gratiot	1	125	All commercial branches		4	9 mos.	Yerington Co., St. Louis.
Jackson	1		Commercial and shorthand, military department		5	12 mos.	Devlin's B. C., Jackson.
Kalamazoo	1	250	All commercial branches, physical culture.	Good	4	12 mos.	Parson's Business Col., Kalamazoo.
Lapeer	1	50	All commercial branches	Busi. & office prac.	2	10 mos.	Long B. C., Lapeer.
Macomb	1	150	All commercial branches	Good	5	12 mos.	Mt. Clemens.
Manistee	1	100	All commercial branches	Individual	3	11 mos.	Manistee B. C.
Mason	1		All commercial branches	Fair	2		Ludington B. C.
Muskegon	2	6 and 20	Regular commercial course	Good	2	12 mos.	Bison's and Morehouse B. C., Musk.
Oakland	1	40	Regular commercial course	Business	3	12 mos.	Pontiac B. C.
Saginaw	2	350	Regular commercial course	Very good	7	12 mos.	International and Saginaw B. C.
St. Clair	2	120	Regular commercial studies	Good	7	10 mos.	International and Dean B. C.
Shiawassee	1	60	Regular commercial studies	Good	3	9 mos.	Owosso B. C.

TABLE XXVII.

Special report of day schools for the deaf.

Location.	No. of teachers employed.	No. of pupils enrolled.	Total days attendance.	Average number belonging.	Actual cost of school.
Totals	13	94	14103.0	78.3499	$10,266 92
Bay City	1	5	833.5	4.6306	$751 70
Detroit	6	43	6282.5	34.9028	4,984 68
Grand Rapids	3	23	3599.	19.9944	2,508 00
Menominee	1	7	951.	5.2833	672 54
Muskegon	1	9	1619.	8.9944	750 00
Saginaw, E. S.	1	7	818.	4.5444	600 00

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TABLE XXV.

Financial statistics of educational institutions compiled from reports of officers for the academic year 1901–1902.

Name of institution.	Annual cost of tuition per student.	Average cost of board per week.	Total average annual cost to each student.	Total aver. annual cost of each student to the State.	Estimated value of grounds, buildings, library, apparatus, etc.	Amount of productive funds.	Income from productive funds.	Amount of legislative appropriation for 1901.	Receipts from tuition fees during the year.	Receipts from all other sources.	Current expenses for the year.	Expenses for permanent improvement.	Liabilities.
ESTABLISHED BY ACTS OF LEGISLATURE.													
Educational:													
Central State Normal School	$70 00	$2 00	$150 00	$70 00	$100,000 00	.....	.....	$35,000 00	$2,200 00	.....	$37,200 00	$48,000 00	.....
Michigan Agricultural College	*15 00	2 10	135 25	.....	627,152 27	$915,454 43	$64,081 81	100,000 00	395 00	$143,279 94	143,688 78	6,304 75	.....
Michigan College of Mines	25 00 * 150 00	5 00	450 00 * 575 00	219 92	352,080 38	.....	.....	43,325 00	11,685 00	8,558 50	63,568 50	82,500 00	.....
Michigan State Normal College	9 00	2 00	150 00	56 28	336,813 52	.....	5,188 14	.....	7,878 50	1,455 50	88,334 22	22,261 94	.....
Northern State Normal School	9 00	3 75	175 00	131 57	95,000 00	.....	.....	27,630 00	998 00	2,000 00	28,628 00	35,000 00	.....
University of Michigan	55 00	5 00	350 00	109 00	2,200,000 00	545,946 00	38,500 00	403,525 00	196,424 00	141,165 23	543,834 79	114,329 36	$7,300 00
Charitable:													
Industrial Home for Girls	70	.....	.....	106 79	230,049 63	.....	.....	85,925 00	.....	4,147 98	55,488 50	23,969 25	.....
Industrial School for Boys	.....	.....	.....	109 70	307,425 00	.....	.....	70,000 00	.....	7,642 57	75,577 81	31,000 00	.....
School for the Blind	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
School for the Deaf	42 50	1 12	.....	199 33	518,134 27	.....	.....	79,500 00	.....	10,292 65	87,179 61	11,758 00	.....
State Public School	.....	65	.....	27 00	250,000 00	.....	.....	32,500 00	.....	.....	32,500 00	28,618 43	.....
INCORPORATED UNDER ACT 39, LAWS OF 1855.													
Denominational Colleges:													
Adrian College	45 00	3 50	175 00	.....	125,000 00	40,269 36	2,840 81	.....	9,141 71	13,225 11	23,101 75	.....	36,449 00
Albion College	24 00	2 10	160 00	.....	200,000 00	280,000 00	14,421 00	.....	15,090 95	21,000 00	41,000 00	.....	92,000 00
Alma College	32 00	2 25	145 00	.....	177,865 00	224,701 00	13,022 00	.....	5,650 00	55,146 00	17,782 00	12,045 00	17,274 78
Detroit College	60 00	†	.....	.....	170,000 00	.....	.....	.....	7,248 25	.....	15,573 19	.....	47,740 11
Emmanuel Missionary College	30 00	1 50	90 00	.....	35,000 00	.....	26,000 00	.....	1,918 48	3,135 96	4,354 44	.....	3,500 00
Hillsdale College	23 50	2 75	175 00	.....	116,972 14	161,943 14	8,657 17	.....	1,680 00	1,882 36	12,327 43	.....	.....
Hope College	18 00	2 00	155 00	.....	85,000 00	255,141 20	14,460 40	.....	1,961 50	4,002 09	20,736 96	.....	312 87
Kalamazoo College	30 00	2 25	185 00	.....	125,000 00	259,535 67	15,420 79	.....	6,572 00	1,557 78	21,263 97	41,051 01	.....
Olivet College	40 00	2 25	200 00	.....	200,000 00	125,000 00	7,672 40	.....	14,065 75	.....	36,864 00	.....	.....
Academies and Seminaries:													
Academy of the Ladies of the Loretto	20 00	3 50	130 00	.....	.....	.....	.....	.....	.....	.....	.....	250 00	8,000 00

Academy of the Sacred Heart	60 00	†							3,000 00		3,000 00	1,000 00	
Academy of the Sacred Heart			350 00									1,500 00	
Akeley Institute			300 00		40,000 00	3,000 00	180 00				6,500 00	300 00	10,500 00
Benzonia College	25 00	2 00	125 00		12,300 00				805 00	1,611 00	3,310 00	58 00	757 00
Detroit Home and Day School	70to160 00	12 00			65,000 00				37,759 28	23,595 10	57,500 26	1,285 84	
Detroit Seminary	60to120 00	12 00	425 00		‡ 6,000 00				11,000 00	2,000 00	11,000 00	500 00	
Detroit University School	90to650 00				‡ 14,200 00				42,974 96	24,903 00	42,404 47	4,913 00	8,950 28
Holy Rosary Academy	100 00	2 50	100 00		12,000 00				4,400 00	800 00	3,900 00	250 00	
Michigan Female Seminary	60 00	1 50	225 00		100,000 00				16,000 00	3,000 00	19,000 00	2,500 00	15,000 00
Michigan Military Academy	§ 450 00		600 00		300,000 00								
Nazareth Academy	120 00	3 33	120 00		70,000 00				5,500 00	5,000 00	5,000 00	5,000 00	30,000 00
Raisin Valley Seminary	20 00	2 00	100 00		10,000 00	17,500 00	907 50		518 00	550 00	2,823 56	300 00	150 00
St. Mary's Academy	20 00	3 30	132 00		98,487 00				28,816 64	2,440 03	27,725 23	679 83	
St. Mary's School													
Seminary of the Felician Sisters	80 00	1 50	90 00		59,000 00				3,600 00	1,000 00	3,600 00	3,500 00	3,000 00
Spring Arbor Seminary	20 00	2 15	100 00		8,000 00	5,000 00	250 00		1,500 00	500 00	1,450 00		400 00
Theological School, Christian Reformed Church	26 00	3 25	250 00		37,000 00		8,049 05		1,820 00		8,912 05		8,500 00
Ursuline Academy	5 00	2 50	120 00		10,000 00				1,800 00	400 00	1,200 00	50 00	900 00
Professional Schools:													
Detroit College of Law	60 00	†			30,000 00	5,767 86	1,381 33		10,521 49		8,953 80	30,000 00	7,500 00
Detroit College of Medicine													
Department of Dental Surgery	60 00	4 00	90 00										
Medicine	65 00	4 00	110 00		110,000 00				36,205 66	13,752 42	47,364 12	1,000 00	40,000 00
Pharmacy	40 00	4 00	75 00										
Detroit Homeopathic College	90 00	2 50	200 00		50,000 00				3,000 00	8,000 00	2,500 00	13,000 00	15,000 00
Grand Rapids Medical College	85 00	4 00	215 00		33,000 00				2,892 00	800 00	2,505 53	300 00	1,600 00
Michigan College of Medicine and Surgery	85 00	4 00	565 00		50,000 00				3,190 00	745 00	800 00	4,256 80	
Saginaw Valley Medical College	90 00	3 25	200 00		40,000 00				8,925 00		8,527 00	300 00	
Sprague Correspondence School of Law													
Schools with Normal and Business Course:													
Armstrong Business School													
Bay City Business College	61 00	3 00	223 00		3,800 00				6,265 41	1,454 11	4,729 86	321 48	
Benton Harbor College	42 00	2 75	125 00						4,520 00		3,000 00	600 00	
Cleary's Business College													
Fenton Normal School and Commercial College	75 00	2 25			8,000 00				2,855 75	2,165 76	3,274 55	123 90	1,000 00
Ferris Institute	37 80	2 25	169 80		50,000 00				27,115 21		20,511 33	16,895 26	7,000 00
Grand Rapids Business University	90 00	3 50	105 00		8,000 00				5,684 91	353 09	5,777 12		

* Non-residents.
‡ Library, apparatus, etc.
† No boarders.
§ Includes board and washing.

TABLE XXV.—CONCLUDED.

Name of institution.	Annual cost of tuition per student.	Average cost of board per week.	Total average annual cost to each student.	Total aver. annual cost of each student to the State.	Estimated value of grounds, buildings, library, apparatus, etc.	Amount of productive funds.	Income from productive funds.	Amount of legislative appropriation for 1901.	Receipts from tuition fees during the year.	Receipts from all other sources.	Current expenses for the year.	Expenses for permanent improvement.	Liabilities.
INCORPORATED UNDER ACT 39, LAWS OF 1855.													
Schools with Normal and Business Course:													
Gutcheas School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
International Business College	$75 00	$3 00	$250 00	.....	.....	.....	.....	.....	$8,554 74	$914 85	$6,354 19	$600 00	.....
Jackson Business University	80 00	2 50	275 00	.....	$4,000 00	.....	.....	.....	4,081 25	466 55	2,318 86	600 00	$1,100 00
Lansing Business University	81 00	3 00	250 00	.....	.....	.....	.....	.....	3,159 50	.....	2,840 00	326 50	.....
Ludington Business College	35 00	2 50	125 00	.....	3,000 00	.....	.....	.....	1,343 76	.....	425 00	125 00	300 00
Michigan Business and Normal College Company	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Three Rivers Business Academy and Normal School	34 00	2 50	124 00	.....	10,000 00	.....	.....	.....	1,200 00	850 00	2,000 00	875 00	3,000 00
Cedar Lake Industrial Academy	48 00	1 23	150 00	.....	8,200 00	.....	.....	.....	.....	‖ 1,107 69	‖ 433 00	‖ 1,438 00	.....

‖ For one-half year since organized.

TABLE XXVI.

Special statistics compiled from commissioner's reports.

Counties.	Parochial schools.							
	Number of schools.	Number of children enrolled.	Ages of same.	Branches taught.	Character of instruction.	Number of instructors.	Regularity of attendance.	Length of time of school.
Allegan	3	130	5 to 14	Catechism and common branches	Poor	4	Poor	6 mos.
Alpena	3	960	6 to 16	All branches in eighth grade	Good	15	Fair	10 mos.
Bay	8	500	Under 12			12		3 to 10 mos.
Berrien	3	250	Under 13	Nearly all German	Poor	3	Poor	5 mos.
Branch	2	170	5 to 20	Music, drawing, manual training and German	Good	5	60%	4 to 9 mos.
Calhoun	3	325	5 to 15	Common branches	Good	12	Excellent	9 mos.
Cass	1	15	5 to 20	Common branches and Adventist religion		1	Good	9 mos.
Cheboygan	4	350	5 to 20	Music, drawing, sectarian instruction	Good	8	Good	7 to 10 mos.
Chippewa	2	400	5 upwards	Twelve grades, same as city schools	Good	14	Poor	10 mos.
Clinton	2	409	6 to 14	Common and catechism, bible history	Good	9	90%	10 mos.
Delta	2	600	4 to 18	Common branches and English and French	Good	10	Good	9 mos.
Dickinson	1	225	6 to 14	Common branches and catechism, bible history				
Emmet	2	350	5 to 20	Same as public schools to eighth grade	Good	7	Good	10 mos.
Genesee	1	30	5 to 10	Primary and religious		4	Good	10 mos.
Gogebic	1	500	5 to 18	Same as public schools	Secular and relig	12	Good	10 mos.
Grand Traverse	1	185	7 to 17	Common, bible history, catechism	Good	5	Very good.	9 mos.
Gratiot	1	14	5 to 17	All and bible study	Adventist, fair	1	Good	9 mos.
Houghton	4	2,005	5 to 21	Same as ten grades, public school	Very good	40	Very good.	10 mos.
Huron	10	775	6 to 14	Common, except physiology	Mostly by rote	12	Poor	10 mos.
Ionia	5	400	5 to 20	Common, church history, Catholic		10	Good	9 mos.
Iosco	2	110	5 to 14	Arith., reading, grammar, geography, music, writing	Lutheran	2	Fair	9 mos.
Isabella	2	350	5 to 16	All common branches	Catholic	6	Good	9 mos.
Kalamazoo	1	450	6 to 14	Common branches to eighth grade	Good			
Kent	2	90	5 to 12	Common branches	Religious	1		6 mos.
Leelanau	3	300		Regular eighth and twelfth grade work	Catholic	7	Good	8 and 10 mos.
Lenawee	7	500	5 to 20			10		8 mos.
Mackinac	1			Catholic convent				
Manistee	8	1,510	4 to 16	Common branches and religious	Good	24	75%	9 to 10 mos.
Marquette	3	1,000	5 to 20	Common branches		20		10 mos.

TABLE XXVI.—CONTINUED.

Counties.	Parochial schools,							
	Number of schools.	Number of children enrolled.	Ages of same.	Branches taught.	Character of instruction.	Number of instructors.	Regularity of attendance.	Length of time of school.
Mason	4	415	5 to 10	Common branches, religion, German Polish	Very good			
Mecosta	4	45	6 to 14	Catholic catechism	Good	4		4 mos.
Monroe	8	500	6 to 12	Common branches and German	Good	20	Good	10 mos.
Montcalm	1	18		Same as eight grades in public schools	Good	1		
Muskegon	6	8,000	5 to 17	Common branches to ninth grade	Good	25	Good	10 mos.
Oakland	1	180	5 to 19	Common branches	Religious	6	Good	10 mos.
Oceana	1	257	6 to 15	Same as public school	Chiefly German	1	Fair	8 mos.
Osceola	2	100	6 to 18	Same as public school, German, religious		2		8 mos.
Otsego	1	50	6 to 12	Same as public school and religion	Catholic	1	Poor	10 mos.
Ottawa	2	175	12 to 14	State Normal course	Excellent	4	Good	9 to 10 mos.
Presque Isle	1	200	5 to 18	Reading, writing, arithmetic, grammar and spelling	Catholic	3	150 daily	8 mos.
Saginaw	20	2,300	6 to 13	Same as public school and catechism	Good	20		
St. Clair	6	1,080	12 to 16	Ch'ch hist., catech'm, read'g, gram., arith., geog., writ.	Poor	25		9 mos.
Sanilac	6	Small school		Elementary kept up until confirmation				
Shiawassee	2	30				3		
Tuscola	8	250	7 to 14			8	Fair	4 mos.
Van Buren	1	50	5 to 18	Common, catechism and German	Secular and relig			
Washtenaw	6	175	8 to 14	German	Religious	9		4 mos.
Wayne	62	16,134		English part of day	Below standard			7 mos.

TABLE XXVI.—CONCLUDED.

Counties.	Private schools.						
	Number of schools.	Number of students.	Branches taught.	Character of instruction.	Number of instructors.	Length of time of school.	Name and location of each school.
Benzie	1	50	College preparatory and academic	Christian	6	9 mos.	Benzie Academy.
Cheboygan	1	12	Common		1	5 mos.	"Bungtown Academy" three miles from Trowbridge.
Gratiot	1		All preparatory branches	"Professional"	10	9 mos.	Acad'mic in conn'ction with Alma Col.
Ionia	1	60	Normal and high school	Very good	4	12 mos.	Clarksville Seminary.
Lenawee	1		Same as public schools	Good		10 mos.	St. Joseph's Academy, Adrian.
Muskegon	1	26	Same as high school	Good	1	9 mos.	French Catholic, Muskegon
Oakland	1	5 to 25	English and preparatory for confirmation	Religious	1		German Lutheran, Clarenceville.
St. Clair	1	15 to 20	English branches for eight grades	Good	1	10 mos.	Miss Coyles', Port Huron.
St. Joseph	1	75	Commercial and normal	Good	2	12 mos.	Three Riv'rs Norm'l Sch. and Bus. Col.
Shiawassee	1	30	Required for county certificate	Fair	2	10 or 12 mos.	Owosso.
	Commercial schools.						
Alpena	1	125	Com. course, stenography, typewriting, telegraphing	Individual	4	12 mos.	Alpena B. C.
Cheboygan			(Temporary school.)				
Chippewa	1	8	All commercial subjects	Individual	3	12 mos.	Sault Ste. Marie.
Clinton	1	40	All commercial subjects	Very good	1	10 mos.	St. Johns.
Delta	1		Typewriting, etc.		1		Escanaba.
Genesee	1	15 to 20	Typewrit., bookkeep., comp., spell., arith., penmanship		3	12 mos.	Bliss at Flint.
G'd Traverse	1	50	All commercial branches, English, shorthand	Good	3	48 wks.	Traverse City.
Gratiot	1	125	All commercial branches		4	9 mos.	Yerington Co., St. Louis.
Jackson	1		Commercial and shorthand, military department		5	12 mos.	Devlin's B. C., Jackson.
Kalamazoo	1	250	All commercial branches, physical culture.	Good	4	12 mos.	Parson's Business Col., Kalamazoo.
Lapeer	1	50	All commercial branches	Busi. & office prac.	2	10 mos.	Long B. C., Lapeer.
Macomb	1	150	All commercial branches	Good	5	12 mos.	Mt. Clemens.
Manistee	1	100	All commercial branches	Individual	3	11 mos.	Manistee B. C.
Mason	1		All commercial branches	Fair	2		Ludington B. C.
Muskegon	2	6 and 20	Regular commercial course	Good	2	12 mos.	Bison's and Morehouse B. C., Musk.
Oakland	1	40	Regular commercial course	Business	3	12 mos.	Pontiac B. C.
Saginaw	2	350	Regular commercial course	Very good	7	12 mos.	International and Saginaw B. C.
St. Clair	2	120	Regular commercial studies	Good	7	10 mos.	International and Dean B. C.
Shiawassee	1	60	Regular commercial studies	Good	3	9 mos.	Owosso B. C.

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